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ABSTRACT

The impact of urbanization and industrialization on adult education in East and Southeast Asia was the subject of a conference attended by thirty-five East Asian adult educators and scholars. Conference objectives included the following: to identify the impact of industrial development in urban and rural communities and the related problems of education for adults and youths; to exchange information about adult information programs in newly developing industrial and urban communities; to discuss national strategies for adult and community education for the working population, housewives, out-of-school youths, and the aged; and to review existing programs and propose new projects promoting adult education in urban and industrial settings. Theme presentations and discussions focused on worker's education in industry, education for women in urban communities, non-formal education for youth in urban settings, and problems of the aged. Adult education programs in Indonesia, Malaysia, the Philippines, Thailand, Australia, Hong Kong, Japan, Singapore, and South Korea were described. A special delivery on the mass media and adult education, case presentations on a young worker's community education project, and an adult education program for working women were also presented. (MN)

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ADULT EDUCATION IN INDUSTRIAL AND URBAN COMMUNITY

PROCEEDINGS OF
ASPBAE REGION 3 CONFERENCE

9-15 SEPTEMBER 1979 KOREA

JONG-GON HWANG (Ed.)

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We are also obliged to the Minister of Education, Republic of Korea, the Governor, Gyeong-Buk Province, the Superintendent of Board of Education, Gyeong-Buk Province, the Mayor of Kumi City, and the President of Keimyung University for their warm welcome and hospitality rendered at their receptions for the conference participants.

We are especially indebted to Mrs. Barbara Kubilus, Assistant Professor at Keimyung University, for her devoted and scholarly contribution of her advice and proof-reading of the papers and reports presented here in these proceedings.

Chris Duke
Chairman
ASPBAE Region 3

Taisik Synn
President
Korean Association of
Adult and Youth Education

Introduction

Jong-Gon Hwang

This book contains copies of all the speeches, panel presentations, reports of group discussions, country papers, and other pertinent materials presented at a six-day ASPBAE Region 3 Conference, which was held in Korea from September 10th to 15th, 1979.

The first conference of ASPBAE Region 3 was held in Chiangmai, Thailand in November, 1977, and this was the third conference. The theme of this conference—the impact of urbanization and industrialization on adult education—was closely linked with one of the many issues raised during the discussion session at the Second Conference of ASPBAE Region 3 held in Manila in December, 1978. A great deal of attention was also paid to the education of such underprivileged groups as workers, out-of-school youths, women, and senior citizens—a topic strongly emphasized in the 1976 UNESCO Recommendation on the Development of Adult Education.

The theme selected for this conference is very timely since industrialization and its related urban problems has become a common phenomenon in the developing nations of East and Southeast Asia. All these nations have been or soon will be facing such crucial issues as a population flow into urban areas, the occupational and social adjustment of these migrant workers, the increasing leisure time of women and elderly people, and training and job placement for the out-of-school youths.

The objectives of this conference are as follows:

1. To identify the impact of industrial development in urban and rural communities and the related problems of education for adults and youths;
2. To exchange experiences and ideas of adult education

Dr. Jong-Gon Hwang, the Conference Organizer, is Professor and Director of the Institute for Community Education, Keimyung University and Secretary-General of the Korean Association of Adult and Youth Education

programs and activities in newly developing industrial and urban communities;

3. To discuss the national strategies for adult and community education for the working population, housewives, out-of-school youths and the aged people;

4. To review ASPBAE programs and activities and to propose new projects which promote adult education programs in the Region 3 urban and industrial settings.

Thirty-five adult education experts and scholars participated in the six-day conference. The participants included two members each from Australia, Indonesia, Singapore, the Philippines, and Malaysia, and three each from Japan, Thailand, Hong Kong, and Korea. In addition, there were two resource persons from India and Sri Lanka, one observer each from the Regional Office for UNESCO in Asia, South-East Asian Ministers of Education Organization (SEAMEO), and the United Nations Development Project, and other individual observers from Thailand and Korea.

On Sunday evening prior to the opening of the conference, Keimyung University, one of the sponsoring institutions, honored the members at a Garden Party Reception that was hosted by Dr. Ilhi Synn, President of the University.

The conference was opened at the Culture Centre at Keimyung University at 9:00 a.m. 10th September by the President of the Korean Association of Adult and Youth Education, Dr. Taisik Synn, who gave the opening address; the Chairman of ASPBAE Region 3, Dr. Chris Duke, then presented the chairman's remarks; and the Superintendent of the Board of Education in Gyeongbuk Province, Mr. Chong-Yul Lee, followed with a congratulatory speech.

The highlight of the Monday morning opening session was the conferment of an Honorary Degree on Mr. S. C. Dutta for his long years of service both for the Indian Adult Education Association and for ASPBAE, an institution with which he has been associated since its founding in 1962. After receiving the Honorary Degree, Dr. Dutta delivered the inspiring and critical keynote speech, "The Role of Adult Education in Industrial

and Urban Societies," which provided a general guideline and orientation for the presentations and discussions that followed during the conference.

Following the keynote speech, the special areas of interest for discussion were introduced in the four panel presentations: "Workers' Education in Industries" by Rev. Basil Price, "Education for Women" by Dr. Chija Kim Cheong, "Programs for Out-of-School Youth" by Mr. Kazufusa Moro-Oka, and "Programs for the Aged" by Dr. Yunsup Lee. After these presentations, the participants divided into four discussion groups, and each group selected its own chairman and rapporteur. The discussions concentrated on the identification of the problems and the proposal of strategies that adult educators could use for solving the problems in the respective areas.

On the second morning of the seminar, the reports of the group discussions were first given, but the major focus was on the Country Presentations of the status and problems of adult education in industrial and urban settings of each country. Representatives from Hong Kong and Singapore explained about their common problems of adult education in highly concentrated urban settings within a narrow territorial space. Thailand, Indonesia, and the Philippines, where the rural population is greater than the urban, also pointed out similar problems in the concentrated metropolitan areas such as Bangkok, Manila, and Jakarta. All of them crucially need in the immediate future educational policies for adults and out-of-school youths for their occupational, social, and environmental adjustments along with policies for housing, occupations, and public facilities for the urban population.

On the afternoon of the second day of the conference, Mr. Uvais Ahmed, an education media expert, gave a special presentation entitled, "Mass Media and Adult Education in the Context of Industrial and Urban Development." Ms. Chan Lean Heng, Project Manager of the Young Workers' Community Education Project of Malaysia, closed the afternoon session with precise information and data about her intensive pioneer project for young workers.

On the third morning, the group left the Culture Centre by Keimyung University bus for a field trip to Pohang where they visited the Pohang Steel Complex and its affiliated Women's Hall and the Pohang Culture Centre. Later in the day, the group went to Gyeongju for two days of business meetings and sightseeing.

On the fifth morning, the participants were especially interested in visiting rural villages along unpaved roads where local schools play an important role in educating adults and disseminating information for the improvement of agricultural skills and the integration of rural development.

After observing some other rural projects, the participants returned to Daegu where they visited the Provincial Women's Hall and the Working Women's High School. Later in the afternoon the conference group visited the Catholic Centre for Working Women in Kumi and made a field observation of the New Town Project, which was introduced by the Mayor of Kumi City.

During these half day field trips, the participants became aware of the close linkage between these adult education agencies and the Institute for Community Education, Keimyung University.

Of the four business meetings held, two were ASPBAE executive meetings, one was a consultation meeting for UNESCO, and one was the evaluation and concluding session. The results of these meetings appear at the latter part of this compilation.

Opening Address

Taisik Synn

Participants of ASPBAE Conference, Dr. Duke, President of ASPBAE Region 3, Mr. Akihiro Chiba, Deputy Director of Regional Office for UNESCO in Asia, Mr. Ang Gee Bah, Representative from South-East Asian Ministers of Education Organization (SEAMEO), Dr. Jong-Suh Kim, President of The Korean Society for the Study of Education, Mr. Jong-Yul Lee, Superintendent, Board of Education of this province, ladies and gentlemen:

In the capacity of President of The Korean Association of Adult and Youth Education and President Emeritus of Keimyung University, I am very pleased to welcome all of you to this conference at this University.

After 40 years of my career in secondary and higher education, I came to the conclusion that it takes more than just formal education to make respectable human-beings and good citizens out of our young people. In other words, I came to believe that to make this community, this nation, this world a productive, cooperative, orderly, and peaceful one, it takes something more than just formal education. As John Dewey said, "Education is life itself and the whole process of human growth." How can we rely on the school alone for this type of education? Long ago scholars and educators predicted that traditional formal education exclusively has limitations. Following the concept of life-long education we are now experimenting with a new direction in education where the school, the family, and the community work together to educate people from the cradle to the grave. It is no wonder that continuing education is gaining greater considerations in these days.

Dr. Taisik Synn is President of Korean Association for Adult and Youth Education and President Emeritus of Keimyung University, Korea

Particularly in the developing countries, a higher priority should be given to adult education for those people who are actually participating in the process of daily social life as well as national development. That is why, after World War II, such an international organization as UNESCO has devoted much effort and funds for literacy campaigns, fundamental education, and rural development in developing countries. Though not easily visible, it cannot be denied that the greatest contribution for the development of many countries and for the prosperity of the world today came from such adult education efforts. As we are now experiencing rapid changes in our societies, the urgent problems that adult education has to face are industrialization and urbanization. The reason is simply that modern societies depend on industrialization for growth, and industrialization, in turn, brings about urbanization and its related problems.

The initial problems that accompany the twin phenomena of industrialization and urbanization are being faced by all the Southeast Asian countries represented here at this conference, and some countries like Japan and Australia which have already entered the post-industrial stage are now experiencing another dimension of problems. Regardless of what the industrial stage of development may be in a country, these issues can no longer be overlooked nor can any country be concerned only with directing its major concerns to rural development and literacy programs; rather, urgent attention must be given in its national planning and development to the related problems of urbanization.

However, there is one big issue that we can never overlook. That is the dehumanization in modern industrializing society where mechanization and systematization become the dominant features. In this sense, adult and youth education of today should be geared to develop God-given individual potentialities as well as become occupationally and socially productive.

Viewed in this context, I believe this conference is exceptionally progressive and future-oriented when it attempts to relate industrialization and urbanization with adult education.

I am confident that the ideas and opinions shared in this conference will be very important to adult education in member nations as well as in other nations of the world with similar conditions and interests as ours.

In closing, I would like to express my sincere gratitude to the Traders' Scholarship Foundation and the Asia Foundation. Without their generous help, this conference would not have been realized.

Thank you very much.

Chairman's Remarks

Chris Duke

Professor Ilhi Synn, the University President of Keimyung, Dr. Taisik Synn, the President of the Korean Association of Adult and Youth Education, other hosts, colleagues and friends in Korea and from other countries.

It is a pleasure for me to have an opportunity to make thank-you remarks and show appreciation from ASPBAE to our host, and certainly to extend greetings to all of you from the International Council for Adult Education for which ASPBAE is a part-body as well as a regional arm.

And we are indeed very pleased that our founding president, Dr. Dutta, has now been conferred an honorary Doctor's Degree from Keimyung University this morning in this way. I think it is a very proper and opportune time and it's a great pleasure to see that here.

This is the first Regional meeting of the Asian-South Pacific Bureau of Adult Education to take place in Korea. And for me and perhaps for many other people it is the first real visit to the country, and I came very briefly to Seoul, the capital city sometime ago, but I had the great pleasure in seeing your country-side yesterday and visiting some sites of Buddhist temples as well as the country-side, a very beautiful, clean, and neat country-side. And people who have been here some years ago, ten or fifteen years ago, remark on the dramatic transformation in Korea, the remarkable prosperity of the country.

And I was interested to read in your news paper yesterday, which was the Korea Herald, that the World Bank doesn't define Korea as undeveloped or developing but as semi-industrialized now and calls attention to the great success in which Korea

This article was prepared by dictation from the tape recorded during Dr. Duke's speech.

has promoted its industrial development and its export strategy, and that it provides the model for other third world or developing countries. And the dramatic increase which caught my eye in the portion of your exports, shows that the industrial manufacturing exports have risen from 20 percent in 1960 to almost 90 percent in 1976. I think it's frequently said now and well-documented that the Korean miracle, the Korean economic miracle has surpassed even the Japanese economic miracle, which was the admiration and envy of the whole world, western world, eastern world, north and south, in recent years.

I am also interested in this report which called attention to the relatively equal distribution of income in this country, and that there are very few people living in absolute poverty. The benefits of agricultural as well as industrial growth are quite widely distributed. I think these are important considerations. I am not apologizing for talking about economic and social factors because I think most of us recognize that adult education is integrally related to development strategies of the social and economic circumstances. I think there are very few people, even in countries like my own, who now talk about adult education simply as its own end and without reference to the good of the whole society and development of the society culturally and socially not economically.

And I think we will find this an extremely rewarding and challenging conference because clearly Korea, with its incredible industrialization and urbanization, is also having to face dramatic changes and adjustment. I believe that something like 20 percent of your population is now living in the capital city, and it will be 25 percent in the next few years. The dramatic increase in size in many of your cities, I think, represents a challenge which makes it very difficult for a society to accommodate. Certainly in the little I've seen and read so far, I'm very enthusiastic with the approaches to the adjustment. But I think that all of us whether we come from what we call the developed, certainly wealthy countries like Australia or the mainly rural countries have a common interest in this question of industrial or what seems a post-

industrial society and the problems of adjusting to urban life-style and in many cases to the costs in unemployment of a rapid technological advance. And I think that all of us in the rural economist countries are concerned about the huge roads in our systems and the way we have to adjust to that. Therefore, I simply look forward very much to the discussion which we will have with our colleagues here and the visits to sites, both urban and rural, to look at adult education projects.

I think in a way for this sub-region of the huge Asian and Pacific area that we see something like the coming of an age of ASPBAE at this meeting and I have in mind something about the strength and the diversity of experiences which is drawn together but also the setbacks. I think we have come to a very good professional program. I think we will be doing a lot of what I call ASPBAE business but we'll be doing breakfast and dinner informally and most of our time will be professional exchange and professional development, if you like self-development which leads to program improvement back in your countries. And now I'm very excited to look at the program that Professor Hwang and our colleagues have put together for us both the program of experience in the field, and the program of formal presentations and discussion here and elsewhere.

I'd just like to mention to you that even in this era in Korea there has been a national training course for adult education personnel which benefited directly from the programs last year in Singapore and in Hong Kong, a similar national training program, and with some resource persons exchanged between these countries so that these experiences in one training program continued further on to another. I think this is what I mean by ASPBAE coming of age. And the program itself at this conference and the likelihood that the benefits of our work here will flow on to other adult education colleagues because we hope next year in Singapore to launch our first regional training program for people working in urban setting. And I, therefore, expect much of the material and papers and discussions here which the Association has arranged to have

published in English will become important resource documents starting next year.

And perhaps finally I should mention that we are indeed pleased and honoured that the Deputy-Director of the UNESCO Regional Office, Mr. Chiba is able to spend this week with us and take this opportunity to treat this meeting as a consultation to UNESCO for their very important meeting taking place next year on adult education and development, which will bring together leading adult education planners in the development agencies and offices to look at the role of adult education in development and the techniques employed for national planning to integrate adult education into other factors of planning for development. I think this is a good example of the partnership, which we enjoy with bodies like SEAMEO, FAO, and UNESCO itself.

And the most important thing perhaps is that I would like to emphasize the extreme hospitality, courtesy, friendship, and the very very fine arrangements already put for us in this country. I think we see just how much effort has been put into making this a very memorable and enjoyable week for us.

So, once again, on behalf of the overseas ASPBAE members, may I thank very cordially our colleagues of the University and the Association and those who helped to bring this conference together?

Thank you very much!

Key-Note Speech**The Role of Adult Education in Industrial and
Urban Development in Asia****S. C. Dutta****I**

Asia largely consists of developing countries, most of whom got their independence only after the second World War. These countries want to bring about a rapid change in their economic and social life so that they may have an adequate standard of living and increasing tempo of development to enable them to catch up with the developed countries. The characteristic feature of these countries is poverty, unemployment, ignorance and apathy.

The role of adult education in these countries is to help the people to achieve their aspirations and provide a comprehensive and integrated educational service which will help them to understand the forces which stand in the way of their economic and social development, help them to solve their problems and give them confidence to fight apathy and inertia, leading to self-reliance and self-determination. Adult education programmes in these countries will also have to assist in organizing the poor so that the fruits of development are available to them and they are enabled to participate in all the development programmes and processes, thus creating more job opportunities, removing, to some extent, unemployment and poverty.

II

The Second World War unleashed forces for freedom and progress. The winds of change blew in practically all the

Dr. S. C. Dutta is Former President, ASPBAE, and General-Secretary,
Indian Adult Education Association

countries of the region, affecting the minds of people, shaking their belief in age-old customs, rituals and effete and worn-out institutions. The rapid political changes brought in its wake rising expectations among the masses of the people. In most cases the urge for progress was matched by a sense of realism and a readiness to make sustained efforts through carefully planned programmes to be operated by the people themselves. This gave a new dimension to the whole field of human progress and development. Development no longer means increase in GNP or per capita income. It means an adequate standard of living for common men and women, who must be enabled to participate in all development processes.

The present country seems to mark the pinnacle of man's success in establishing his mastery over nature, and securing for himself through advances in science and technology, the ingredients of a better, richer and healthier life than was known ever before. Significantly, the benefits of such a full life have been brought within the reach of the masses of people in several nations. Yet more than two-thirds of the people of the world as a whole still remain outside the pale of these benefits. The task of adult educators is to prevent these distortions and discrepancies in the distribution of fruits of development. Growth with social justice is the goal of development and adult educators must bend all their efforts to ensure to all people freedom from want, from fear, from disease and ignorance, through organizing appropriate programmes of education, training and harnessing forces for social and economic changes in the life style of the masses in the developing countries.

III

Most of the developing countries of Asia are predominantly agriculture, yet they have made some headway towards industrialization and urbanization. Even for integrated rural development, industries need to be developed. Moreover urbanization is a fact of history. Large metropolitan cities have

been growing in practically all the developing countries of the region. These are in most cases the seat of respective governments or industrial areas. Industrialization and urbanization has resulted in the migration of rural adults to cities, in most cases in search of employment or better life. In cities, the rural migrant faces an entirely new situation to which he must make adjustments. These are transition from the rural world of intimacy to the impersonal and anonymous urban world, regular and fixed working hours, absence of family life, money economy, new forms of housing, sanitation, congestion, noise and transportation.

These have led to variety of social imbalances and psychological tensions, resulting in some cases to social and emotional instability. This has cast a responsibility on adult education, to take suitable measure to avoid imbalance, instability and insecurity. Educational activities of adult men and women will have to be so organised as to make them positive forces for change and development and not frustrated angry men and women.

II

It might help us to come to some conclusion about the educational task in Asia and Pacific if we know some facts about the economic scenario of the countries of the region. The per capita income in 1976 in Afghanistan, Bangladesh, Burma, India, Indonesia, Pakistan and Sri Lanka was less than 250 US dollars; in Hongkong, Malaysia, Papua New Guinea, the Philippines, the Republic of Korea, Singapore and Thailand, the per capita income was in excess of 250 US dollars. This area has high population growth. It is expected that the population will grow from 1.0 to 1.6 billion by the year 2000. However, there are encouraging signs. The fertility rates have fallen in some of the populous countries like India and Indonesia. Studies have revealed that the level of fertility is influenced by educational levels, particularly of women and employment opportunities, again primarily for women. These

indicate that adult education programmes will have to concentrate on adult women in these countries.

Developing countries of the region have made considerable progress over the years in the diversification and modernization of their economies through industrialization. In most economies, the industrial sector is dominated by manufacturing, and the growth performance, inspite of difficult world economic situation during the first half of 1970s, was 7% rate of expansion of manufacturing output.

Continued emphasis on industrialization remains a key element of economic plans and policy in most countries of the region. However, several countries of the region have initiated policies for the adoption of industrial technologies that will create more employment per unit of investment. In this context, the role of small scale and cottage industries has been emphasized, coupled with increased efforts to raise levels of labour productivity in the small-scale sector. Professionalization of management and full utilization of capacities are areas on which emphasis is being laid to increase production as well as growth rate.

Most of these countries are committed to the reduction or elimination of the worst forms of poverty within their societies, but there inevitably crops up a variety of political, bureaucratic, institutional and social forces which resist the contemplated changes. Therefore inspite of increased growth rate, 2/3 of the global total of absolute poor lives in the Asian and Pacific region. The developing countries of the region are addressing themselves to evolve national strategies for economic growth to improve the lot of the poor. The basic components of this strategy are:

- 1) Improved opportunity to access of the poor to physical assets;
- 2) Greater opportunity for the poor to participate in income-earning activities, involving among other things a down scaling of technology to match their capabilities;
- 3) Greater participation of the poor in the development process in the sense of participation in the formulation

and implementation of the policies, plans and objectives of economic growth with social justice. These objectives primarily should be elimination of poverty, improvement in the quality of life, more equitable distribution of income, and increased participation of the population, in the various stages of the development process.

Adult educators will have to organize their programmes to assist in the successful implementation of this strategy of the developing countries.

V

Since the Second World War, all developing countries of the region have expanded educational facilities, but usually within the existing patterns and structures. The formal educational system operates largely to favour better-off students. It is a legacy of the colonial past and is elitist in conception and practice. It is largely irrelevant to the needs of the clientele and is far away from their environment and background. Efforts to transform it into one with a more egalitarian base remain largely unfulfilled in several countries. There is need to provide more adequately for the disadvantaged and deprived groups of population; education must be closely linked with productive work; there must be wider mobilization of all possible resources to enhance educational efficiency and education must be reformed to serve better the wider needs of economic, social and cultural development. The important changes that some of the countries are making in their educational policies are to focus increasingly on problems of deprivation, poverty and inequality. The inter-linking of education and productive work is qualitative change that affects all aspects of education and its relations with all other developmental sectors.

In a number of countries, for example, India, Indonesia, Iran, the Philippines and Thailand, programmes have been initiated which are exploring non-traditional and non-formal ways to develop the productive potential of young people who have

not reached and have been by-passed by the formal education system. Educational efficiency can be increased if a broad cross-section of the people are involved in education as an integral part of community education and undertaking programmes which strengthen the ties between the school and the communities they serve. Self-employed entrepreneurs, small-scale managers etc., need to develop managerial expertise and technical skills and educational services will have to be provided for the purpose by institutions of higher education and or continuing education. In these countries non-formal education is to assume an important role in the process of access of education to the poor and in meeting the educational and training needs resulting from the rapid technological progress and economic growth which is now bringing profound social transformation in the countries of the region.

V

There has been an enormous increase in the population of cities during the last 40 years in the region. The number of cities with a million or more population has also increased. The density of population per square mile in some of the cities in the region has also increased. This congestion and overcrowding has led to growth of slums, bad housing and unhealthy living environment. It would not be exaggeration to say that almost a quarter of urban dwellers in any city eke out an existence in filth, stench and inhuman environment. A great deal of slum condition is certainly due to lack of basic amenities and civic services for growing urban population but a good deal is also due to inappropriate attitudes and practices of the migrants. Through their own efforts they could make a lot of difference in the situation, but most of them fail to see the vital importance of good health and life itself. They feel apathetic, frustrated and even antagonistic to local authorities. They lack community consciousness. These slums, however, are more than the aggregate of their physical surroundings, they are a way of life. However, this trend

needs to be reversed through adult education programmes.

The other serious problem in cities in developing countries is that of unemployment and underemployment. In the poorest sections of these cities the number of dependents per earning member are more than the national average. They eke out an existence, which is below the subsistence level. Also, there is unemployment among them. These facts and also the individualistic trend of the city dwellers make unemployment a worse disaster in a city than in the rural areas.

In these large metropolitan areas, where the people regulate their lives by the clock, transportation is another matter of concern to city dwellers.

Finally, loneliness in the cities, is a matter of great concern to all. In the cities, the cost of worthwhile recreation and sociability is higher and is out of reach of the urban poor. Therefore, either a man may dissipate himself in cheap and low-type recreation or disintegrate in loneliness. Anonymity among strangers and awareness of new and incompatible social values leads to the breakdown of his own social value. This becomes evident in delinquency, crime and civic irresponsibility. In an impersonal world with his own status insecure, the migrant loses his sense of identity, dignity and personal worth. These in some cases result in neurosis, psychosomatic disturbances and more subtle signs of personality deterioration and social disintegration.

Some of the problems of urbanization could be solved by the cooperative efforts of the people themselves. Incidentally, solution of these problems through self-help and cooperative action could provide an opportunity to the growing urban population to develop a new channel for civic participation, giving them a feeling that the policy of the municipality or corporation is responsive to their needs, aspirations and anxieties. Adult educators through such programmes can assist immigrants to be inducted into a new society so that they can emerge from their experience as constructive citizens and not frustrated subjects. The new members of the urban community can be made to feel that they are also members of a national

community. This leads us to the fundamental task of adult educators in urban areas. They must assist in the emergence of new social organizations like trade unions, cooperatives and citizens' council which should help the urban people to comprehend the nature of urban living, help them in the solution of their problems and replace the traditional institutions designed to meet the needs of a village society. They should help them learn the art of working together to achieve their social, civic and even vocational needs.

VII

The goal of urban development is to pave the way for social progress through ensuring optimum conditions for human welfare in urban areas and assuring a high standard of living. Physical layout, provision of housing, civic amenities and community facilities constitute the main elements of urban development. These lead to quality environment under which a man lives, works, plays and develops his faculties and potentialities. Over the creation of this environment Man himself exercises or at any rate should exercise, a dominant influence. While town planners, engineers and architects may be able to create beautiful towns, cities, houses and such other physical facilities, it is the adult educator who can educate and refine human participation through his contribution. Through education, he can open before the urban dwellers, the world of letters and prepare them to meet the new situations and institutions they are likely to come across in this new habitat. Efforts will have to be made to change their attitudes and practices which militate against healthy corporate life and educate them to the use of these services and amenities in a proper and responsible manner so that organised community life is not disturbed through their ignorance or carelessness. The new migrants will have to be integrated into the texture of urban community life, so that there is improvement in slum and insanitary living conditions in urban areas. Thus through adult education programmes, we should develop services and

activities which would contribute to the development of adult personality and personal adjustments so as to attain happy home and family life and enable him to lead a healthy, constructive and cooperative community life. Responsible citizenship is the basis of social and economic programmes and "Education for the exercise of responsibility" which includes political and civic education of the people is one of the major tasks of adult education. For the preservation of democratic values, this is essential, for a conscious and understanding citizenry is the life and soul of a democracy. For this purpose, we must organize general discussion on matters of current interest, so that political issues could be clarified and the common people enabled to understand the issues and take decision. The adult must be prepared to shoulder the responsibility of political and social development of their countries and not leave it to a handful of politicians, businessmen and bureaucrats. Another need of the region is to weld the untrained and unorganized manpower into an adequately skilled labour force. Adult Education must improve the skill and the productivity of labour and thus help in the economic growth of the countries of the region.

VIII

Education is a life-long process and we are all educated to a very considerable extent by people in whose contact we come and by groups whose membership we take. It is a succession of experiences whether as individual or in groups and hence is a lengthy and complex process in which the teacher and the school do not start first or stay longest. A person is not educated by a formal educational institution alone, but by many individuals and groups—organized and unorganized. Media of mass communication are the latest to join these institutions, and we will have to make increasing use of this media for "they are the language of the new world". A person through series of experiences in home, religious institutions, neighbourhoods, clubs and various groups learns and enriches

his experience. We must make use of all these institutions, for man needs continuous education.

Adult education programmes in urban areas, can be organised, if we have an Adult Education centre in a locality, enjoying the support and cooperation of the various institutions and individuals in that locality. The educational programmes should be organized on the basis of the needs and requirements of the centre and should enable them to solve their problems. The centre could provide opportunity to know the neighbours and help in the creation of community feeling. It could help in the development of civic consciousness, promote educational activities, organize cultural and recreational programmes and undertake activities for the betterment of the locality, providing full opportunity to the adult men and women to participate in all such activities and developing self-confidence and creativity. It could also organise literacy, post-literacy and adult schools for those who demand it. It could organize programmes for citizenship education and for health and hygiene including family planning and nutrition. It could also provide facilities for improving the economic condition and technical skills and take initiative in developing public opinion for the improvement of the community life.

These centres in various localities can be coordinated, guided and supervised by a coordinating centre at the ward level or at the city level. This coordinating centre should be developed as a model centre. It should have a library of books, films and charts, which should be lent to other centres. It should also have equipment for drama and other cultural and recreational shows, so that it could serve as a feeding centre supplying whatever equipment and technical know-how the centres in various localities need. In short, it should serve as a model centre, a feeding centre and a clearing house of advice and guidance.

The centres in the localities should be manned by qualified wardens and a few part-time assistants and local volunteers. The coordinating centre should be under the charge of an adult education officer, assisted by an artist, a cinema pro-

jectionist, a librarian, an extension organizer and appropriate staff.

The centre wardens and other staff should have a minimum qualification incorporating:

- 1) Knowledge of social and psychological conditions of adult living in urban areas;
- 2) Understanding of suitable methods and techniques of educating adults;
- 3) Ability to organize and coordinate educational activities for adults; and
- 4) Democratic and cooperative outlook.

The training programme for these staff should include:

- subjects such as adult psychology, urban sociology and economics;
- philosophy and content of adult education, including workers' education, population education;
- methods and techniques of adult education and workers education; and
- practical training in methods of working with adults.

It is desirable to associate the universities with the training programme in order to take advantage of faculty members in such fields as psychology, sociology and economics.

X

It would be helpful, if within an urban area, we concentrate on industrial workers, because they are generally organized, normally stay in one compact locality, have rudiments of understanding, some information and knowledge about the life and society of which they are a part. In most of them, the desire to improve and change for better is present in abundance. To them, adult education programmes, geared to their interests, needs and tastes, will be a welcome change from their dull and drab life. A successful education programme among industrial workers will have an automatic impact on rural areas, for the simple reason that most of our industrial workers still have their root in villages and go off and on to

their ancestral home for marriage, religious ceremonies and festivals. Whenever they visit their rural relatives, they will carry with them the impact of what they have gained through adult education and leave an impression on their rural relatives and friends. Thus the snow-balling process will start. The rural areas will start demanding adult education. We will then have motivated rural adults. The work of adult education will become easy and effective—more effective than at present.

The adult education programmes amongst industrial workers should be organized through workers' institute. The main function of the institute will be:

- 1) To stimulate a desire for knowledge in the working class population;
- 2) To arouse a sense of social and civic responsibility in them;
- 3) To provide facilities for training in variety of courses in vocational, technical and liberal education, by organising and conducting short as well as long courses with or without credits; and
- 4) To assist in solving their problems through their own effort.

The programme of the Institute will be:

1. Setting up of adult schools to provide relevant education up to secondary level at the first instance and ultimately to the university level. The curriculum will be based on the needs of the participants and be related to their culture and environment.
2. Polytechnics to be started to provide vocational training to enable workers to improve their knowledge and skills technically;
3. Impart training in citizenship and community life;
4. Organise youth camps, excursions, hobby corners, games, discussions, debates, music and drama and festivals so that the leisure time of workers is properly utilized;
5. Form youth clubs for various purposes on the basis of interest of young workers e.g., drama clubs, radio listen-

ing and T.V. viewing clubs; and

6. Impart training for trade union leadership and for organising workers' education.

The staff of the Institute will consist of a whole-time warden, one assistant warden preferably a woman, one librarian, one part-time lady-in-charge of crechs and to supervise children's activities, a few part-time lecturers and teachers.

X

We must devote our major attention to the education of women for they are the last bastion of backwardness and also the vanguard of change and can do no better than to quote India's first Prime Minister Nehru, "In order to awaken the people, it is the women who have to be awakened. Once they are on the move, the household moves, the village moves and the whole country moves." It is for this reason that, in all developing countries of the region, emphasis is being laid on education of adult women, as an important plank for accelerating social and economic development. Programmes for the education of women should be undertaken in cooperation with agencies like health clinics, family planning centres, child welfare centres, maternity centres and women's organizations. The object of the programmes should be to impart knowledge and skill so that women could perform their multifarious duties in and outside the home more efficiently.

The subjects suggested are: home improvement, child development, child psychology, family relationship, family planning, home nursing, sewing, craft training, etc.

In cities like Bombay, Delhi, Bangkok, Hongkong, Singapore, Manila, a large number of women are joining the labour force. Arrangement to provide training facilities for secretarial work, book-keeping, shorthand, receptionists' job, tourist guide, telephone operator's job, etc., have become essential. The growing hotel industry in metropolitan cities are throwing

opportunities for variety of jobs for women. Adult education movement will have to arrange training courses to equip young women for such jobs.

II

The office of adult education in urban areas will have to be built on four pillars of trade unions, cooperatives, organizations of the poor and the educational institutions. Trade unions in Asia and Pacific will have to grow out of their traditional and limited role as a collective bargaining institution. They must broaden their role: (1) to defend the political and social rights of the working class and the poor; (2) to organize educational programmes for workers aiming at developing capacities for trade union leadership and development of the necessary professional and technical skills among trade unionists to enable them to meet representatives of government and employers on equal footing in all tripartite bodies and joint management mechanaries; (3) to organize producer and consumer cooperatives on behalf of members; (4) to organize community services for the benefit of the families of the members; and (5) to extend its field of operation to bring the rural labour within its fold. The responsibility for organizing workers' education must ultimately be borne by the trade union, but in initial stages the government and the industries should contribute their share, for an enlightened and skilled worker is necessary for faster economic growth and higher productivity.

Similarly formal educational institutions will have to reorient their roles and functions in order to serve the need of the learning society which must emerge if the developing societies are to prosper. The school should not only impart education to boys and girls but also improve the community life and concern themselves with the people, their needs, welfare and recreation. It should become an agent of social progress and adjust its programmes and relate its curriculum to the needs and the cultures of the communities it serves. Their life activities, their environment and background must be the

basis of the educational programmes of the school. Emphasis should be laid on the vocational needs of the society. Functionality should be the basis of all education. Learning by doing can be one of the approaches to be used in the community school which should become a centre for social action, and by cooperating with other community service agencies, it should become an instrument of development and change.

Other educational institutions which can help adult education movement are the colleges and universities. There is a dearth of suitable personnel to conduct adult education programmes. The universities can train such personnel. The universities can also share their experiences and knowledge with many less educated persons through the organization of extension lectures, short-term, periodical and correspondence courses.

The universities can serve as a lever of community activity and social progress. They can stimulate educational activities amongst communities around them, assist in the improvement of their health and sanitation through the help of their medical faculties and inculcate in them the love for cooperative living and community action. In some countries social service has been recognized as a responsibility of the universities and this is a step in the right direction. The concern for the poor and the disadvantaged must become the basis of all educational activities of the schools, colleges, and institutions of higher learning.

In conclusion, I would like to say that adult educators have a challenge and an opportunity to bring about social transformation in this region, ushering in a new civilization, a new culture and new values based on equality, social justice and freedom for all. They will have to adjust their strategies to face the realities of the situation and fan out into areas which are new, non-traditional and non-formal in the field of education. It is my hope, we will rise to the occasion and not fail the posterity. The challenge is great, but in facing this challenge lies the thrill of adult educators in this developing region.

Theme Presentation 1

Workers' Education in Industries

Basil M. Price

Problems faced by the working men and women in the more developed countries of the world differ to some extent from those of workers in the developing nations. Consequently, the content and methods of conducting workers' education must also differ. Although I have no experience and practically no information about the situation of workers in Africa and Latin America, I suspect that there are some differences, and many similarities, between their problems and methods and those of countries in Asia. I will confine my remarks generally to Asia, and specifically to developing countries in Asia. My direct experience is in Korea with a bit of exposure, mostly by accident, in other Asian countries.

I will endeavor to speak of what is called 'adult education', therefore omitting any references to academic education in which laborers may be engaged and certainly not about the labor-related courses, such as labor economics or personnel management, which may be taught in colleges. I ought to speak of what the ILO considers essential if the training given to laboring people is to be called 'labor education', that is, such training must

1. Endeavor to establish a democratic value system
2. Develop a social consciousness
3. Supply the various types of knowledge and techniques needed by labor unions for successful accomplishment of their goals.

A Broader Background

However, before speaking of the ILO idea of workers' education, I want to put the subject in a broader background,

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in no way contrary to the ILO idea but one which, in my opinion, enriches the efforts for labor education and inspires the workers themselves. I am thinking specifically of the humanization of life for workers. I do not know if you have read Pope John Paul II's recent, and first, publication *The Redeemer of Man*, but in that small booklet he dwells with great insistence on such titles as development of the human person, respect for the dignity of each man and woman, protection of the rights of the human person and the opportunity for each person to freely exercise those basic rights, and of the primacy of truth, justice and freedom in human society.

John Paul recalls that the development of contemporary civilization, which is characterized by the ascendancy of technology, demands a comparable development of morals and ethics. There can be no true humanization of life where morality or ethics is lacking. When we work for the education of adults, whether they be laborers or any other group in human society, we are working in an area in which morality and ethics are of the utmost importance—of greater importance than mere economic development. Morality develops a person, whereas economic development, important as it is, merely produces things. But in our day, the development of ethics and morality seems to be left behind as we stress techniques and technology for economic development. If that is the case, it is little wonder that man is dominated by, rather than dominates, modern technology, afraid of its effects upon himself and on his environment, appalled by the power which technology, without the restraints of morality, places in the hands of those who hold political and economic power and the use they make of it.

The purpose of human society, at the apex of which we must place the state along with religious and moral structures, is man, to help him become a fully developed person. To become fully developed is not only the right, but also the duty, of each person. Society, if it is to contribute to this end, must be so organized not only that it not be an obstacle but rather that it be a positive aid to each person in his

efforts to become a fully developed human. One of the aids that society can and should provide for those who need it is adult education, or, in the case of workers, labor education.

Needed: Trade Unions

In offering workers' education to the laboring men and women of our various societies, it is extremely difficult, bordering on the impossible, to directly contact the vast masses of workers. To some degree it seems essential that prior organization is necessary if we are to have an impact on the mass of laboring people, and through the organizations we can reach, in an orderly way, more and more of the individual workers. This perhaps need not be an organization called a trade union, but if workers are to develop themselves into fully mature persons they must have labor unions. The same labor unions can be the organizations through which educators contact, train, and assist workers to take their rightful place in society.

What should this 'rightful place' in society be for workers? Reduced to its minimum essentials, I would say that laboring men and women's rightful place in society would be one from which laborers can effectively contribute to and participate in the fruits of development of the nation. By doing so, each laborer likewise develops his or her own person culturally, morally, socially, economically and politically.

It is unthinkable, however, that laboring people, or any other group in modern society, could effectively contribute to or participate equitably in the fruits of development if they do not have a voice in making the major decisions which rule and control their lives. This right to a voice is a basic human right, defined by the Declaration of Human Rights of the United Nations and theoretically acknowledged by all signatories of that Declaration. The problem, of course, is one of practice. As far as I know, there is no possibility of

workers securing their right to a voice except through a trade union. In fact, I believe that the over-riding, all-inclusive purpose of any trade union, if it is really a trade union, is precisely to guarantee to workers the exercise of the right to a voice. Given the effective use of this right in matters which control their own lives and determine the course of development of their society, working men and women have all that is necessary to exercise and to safeguard their essential, basic human rights. These would include the right of initiative, practice of the principle of subsidiarity, the right to require of government that it protect and extend the true Common Good of the nation. Without these essential aspects of human society being guaranteed, it is inconceivable that development take place, though a specious and superficial development may be discernible. If there is some degree of specious development, the fruits of that development will not be distributed to the workers or to other powerless groups in society. There are too many examples of this unfortunate situation to need further comment.

I have said that in my opinion the best, and perhaps the only effective manner of assisting workers through worker education is to utilize their own trade union organizations for that purpose. When I say this I do not have in mind just any kind of trade union. I mean only a trade union organization that actually reflects the needs and demands of workers and effectively sees that they are met: an independent, responsible trade union. It is only such a trade union that can guarantee the workers' right to a voice and, hence, fulfill all their needs as workers.

As government is and must be independent of workers' organizations, of businessmen's and other associations, so also trade unions must be independent, though cooperative with government and other types of organizations. Of course, all such associations must cooperate with government and among themselves in order to accomplish the Common Good of the nation—which is essential for the development of each individual's private good—and to secure the development of the

nation as a whole. But cooperation does not mean that either government or other groupings in society have a right to interfere in and assume control over the functioning of the trade unions. Each must be independent.

But trade unions, as well as all other organizations including government, must be responsible. That is, trade unions must primarily serve the interests of their membership. If they lack independence, there is no way that they can be responsible to the workers but, rather, will respond to the demands, perhaps coercion, of some extraneous forces, thus neglecting, even despising, the needs of their constituents. We have plenty of experience of such dependent, irresponsible unions in developing countries. I am not sure that wholly independent and responsible trade unions exist anywhere, but that is no reason for Asian workers to give up the ideal of being the first to establish such union movements. Labor educators will surely be obstacles to individual and national development if they fail to inspire and assist workers in establishing and strengthening independent, responsible trade unions.

Problems of Workers

Turning now to the more practical aspects of workers' education, I would like to briefly treat four areas: the problems of workers, the objectives, content, and methods of workers' education. The treatment will be extremely sketchy.

Whether workers be organized in trade unions or not, they have many problems which demand solutions if either the individual workers, or the nation to which they belong, are to make progress, to become fully human and to develop in a meaningful way. Perhaps the first and most far-reaching among these problems is the lack of the possibility of exercising their rights as individuals and as workers in a given national society. In too many cases workers are simply ignorant of their rights—both their basic rights deriving from the fact that they are persons and of their rights accorded

by the laws of their own countries. This includes the labor laws which are said to be enacted for the protection of laborers but which are sometimes implemented only in varying degrees and selectively.

Another of their problems is that in the vast majority of cases, workers, whether organized in trade unions or not, simply do not have the time or the energy to make use of the assistance, specifically workers' education initiatives, to enable them to solve their problems. Their hours are long, their wages are low and their energy simply does not enable them to make the extra effort required to assist them in acquiring the needed information for improving their own lot in life or their contribution to the higher goods of society.

As I have indicated already, in my opinion a worker, if he is to develop and if he is to contribute to and participate in the development of his country, must enter into and actively support an independent responsible trade union. In fact most workers in developing countries of Asia are denied this right and duty, and this constitutes a serious problem for themselves and poses a problem for those who actually are organized into trade unions. Solidarity and mutual support become impossible. Education would seem to be the one essential element for solving this problem, for it is only through independent, responsible unions that the right to a voice can be effected. For this they need training.

Even where there is a trade union, the workers still have problems. Too often, and especially in developing countries, the trade unions are neither independent nor responsible. These organized workers, like their fellow unorganized workers, too often are not cognizant of their rights as persons or as laborers according to the laws of their country. They often lack a voice, and lacking a voice they are also incapable of exercising the right of initiative, of experiencing the principle of subsidiarity in action, of contributing to or fully participating in the development of their country or of securing their own personal development. In short, they lack responsible trade unions even though they may be members of some kind of

a supposed union.

One other problem of organized workers is that though they have at least the facade of a union, they have little interest in its functioning and in its meetings because they perceive little good coming through their organization. Meetings, if called at all, are poorly conducted and poorly attended. Issues are not discussed by the membership because outside influences decide the issues without the advice or consent of the union membership and often enough to their disadvantage. Extraneous influences not only render the trade unions dependent and irresponsible, but they effectively secure that the trade unions do not unite with each other to secure the rights and the development of workers. To enable working men and women to eradicate such problems, workers' education is necessary.

The Objectives of Workers' Education

I have already indicated what I consider to be the objectives of workers' education. The all-inclusive objective must be to enable workers to take their rightful place in society, thus to secure their own development as well as that of the nation. Some eighteen years ago the great man, Pope John XXIII, wrote, "In times like ours the lone voice will not be heard". He was indicating the necessity for organizations like farmers' unions, trade unions and other similar associations so that citizens can secure their rights and promote development. In the case of laborers, certainly the lone voice will not be heard. Only a trade union which is both independent and responsible will ensure that their voices will be heard. Consequently, the objective of all labor education must be to further the cause of that voice which alone can effectively enable them to take their place in society.

The Contents of Workers' Education

Taking into consideration the culture, degree of economic and political development and the actual position of laborers in a given country, the contents will differ a bit from country to country. But to be workers' education, it would seem that the ILO requirements are basic, namely to inculcate a democratic value system, a high degree of social consciousness, and the knowledge and techniques necessary for independent, responsible labor unions to accomplish their goals.

There is available, as one example, the syllabus of the Institute for Labor and Management (ILM) of Sogang University in Seoul. If anybody is interested in examining it, I believe that he will find these requirements of the ILO exemplified therein. After twelve years of operation, in the fall of 1978 the Institute asked an independent expert to make a survey and evaluation of the efforts of ILM. At that time there were about 3,600 graduates, some 95 percent of whom were trade union officials. The evaluation indicated that the workers are generally satisfied, though not universally, with the subject matter and relative time allotment which ILM offers. They were especially concerned that the time for the more general education areas, which would include the first two points of the ILO requirements, be maintained and even strengthened.

I do not wish to suggest that this syllabus is ideal for other countries of Asia, nor do I insist that it is ideal even for Korea. I can think of several areas in which the truth cannot be explicated, or cannot be said with sufficient lucidity at this moment of history. I would further add that to the degree that one cannot speak the truth plainly, or clearly point to the factors which prevent laborers from taking their rightful place in society, to that degree workers' education is defective.

The Methods of Workers' Education

Methods employed in offering education to laboring men and women have to be accommodated to the customs and cultures of the people themselves. In Korea, where education has been traditionally a matter of lectures, it is difficult to induce teachers to utilize other methods which might provide the students, workers in this case, a greater opportunity to participate more actively. It is also a matter of experience that, given the opportunity, the participants do not readily take an active part in discussions. It is true likewise that the participants have their own fund of knowledge and vast experience from which to draw. With proper encouragement and much patience, a lecturer can get heated discussions started—discussions which communicate perhaps more than any lecture can. In the ILM evaluation mentioned above, there was a criticism, a justified one, for not employing more discussions and more group dynamics methods of imparting training.

Occasionally ILM does use role playing, and questions are always welcomed. However, it seems from the evaluation that sometimes the questions are not always answered. One reason may be that truth may not always be enunciated in its integrity.

In the modern world it is hardly necessary to mention the place which audio-visual aids should have in workers' education. An old Korean adage, and I suppose it is found in many other Asian nations also, is that to see something once is more effective than to hear about it a hundred times. I suspect that the problem of utilizing audio-visual methods lies in the non-availability of useful materials rather than in any doubt as to its effectiveness. But there can be another difficulty. I heard about a labor training center in a certain country which had produced a movie of labor conditions and union affairs but because it portrayed the truth it has never been shown to those who study at that center. This harks back to what I said earlier, that for extraneous reasons the truth is not always welcomed—which only complicates an

already difficult task of offering labor education programs.

A final method for imparting workers' education is on-site observataion tours to either very good or very bad situations. This, like the audio-visual method of training, is sometimes impossible to accomplish because the latter situations are not likely to be made available for visual consumption. Again, even where there are conditions which are relatively good, if the management is unfriendly to workers' efforts to improve themselves, they are not noticeably anxious to encourage them by making of them a model for other workers.

Conclusion

I think that in the course of promoting education for workers, or for any other group, it is worthwhile to ask ourselves if our efforts for progress and development are always striving for and tending towards making life more human, more worthy of man; whether our efforts are aimed at helping men to be better men, more spiritually mature, more responsible in their local communities, more aware of their own and their fellowmen's dignity, more determined to establish and strengthen human society in truth, justice, and love.

These questions are important, for they touch the purpose of human existence. If we were to lose sight of that purpose, we would, perhaps, help men to have more but we would not assist them in becoming more.

I believe that it is good to remember that, given the objectives, content and methods of workers' education, whether our endeavors are directly aimed at the greater humanization of men and society, or whether we are working more directly in the areas of technical knowledge that laboring men need, we must always be aware that we really cannot *give* the workers anything; rather, we can only *facilitate* their own efforts to become more fully human while improving the material aspects of their own and their neighbors' lives.

President Julius Nyerere of Tanzania remarked, "It could never be said that adult education is not worth doing! For it is the key to the development of free men and free societies. Its function is to help men to think for themselves, to make their own decisions and to execute those decisions for themselves."*

* In *Viertel Jahres Berichte*, Special Issue on Adult Education and Development, No. 72, June 1978, p.192. This talk, given at the International Conference on Adult Education and Development in Dar es Salaam, I would consider as a kind of Magna Carta for adult educators.

Theme Presentation 2

Education for Women in Urban Societies

Chija Kim Cheong

Introduction

Many Asian developing countries like Korea experienced a rapid urbanization in the 1970's. Such urbanization, however, may be characterized as rapid centralization to a few large cities including Seoul, Pusan, and Daegu in Korea, and resulted in rapid rural-urban migration.

Due to some undesirable migration factors, the urban residents came to suffer from more problems such as shortage of food and housing, insufficient transportation and communication, poor health and social well-being, and lack of cultural and educational opportunities. Air and water pollution are the immediate repercussions of this over-population in metropolitan areas. In addition to these, the migrants who have come from rural areas to the cities without any commitment from urban societies used to settle down in urban low income areas, adding to the low income population who are problematic in many aspects.

Rapid urbanization caused by undesirable factors usually results in more serious social problems such as the increase of unemployment, violence, criminal actions, deviants, or neurotics, and the like. However, the impact of urbanization and urbanism on the role of women can never be less emphasized than anything else.

This paper entitled "Education for Women in Urban Societies", therefore, concentrated on women's changing role in urban societies, need of education and problems.

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Changing Role of Women in Urban Societies

Traditionally, the role of women in Korea as well as in other Asian countries had been confined to home or family, and those who seek to go beyond the family boundary would have been considered as women less virtuous. Such short expression as "the Confucian ethics were very binding on women who, if they were to be considered respectable, had to lead a very retiring life apart from society",⁽¹⁾ gives a brief and compact view regarding the virtue of women in the Orient. In fact, the role of women in Korea has been more or less limited to their home mainly looking after their family members and hardly reaching beyond these boundaries. This is true at the present day in general rural areas. Furthermore, it is well accepted that most of even the college graduates go back to their home, get married and will lead a quite life as a good mother, wife, or a good house-keeper.

Regardless of the Confucian ethics, however, the living conditions including the household facilities have been so inconvenient that a woman can hardly find leisure time or any chance to seek social activities. But the technological development as well as the improvement of socio-economic status in urban societies have changed the life style of women to a significant extent. Living conditions in apartment areas equipped with electrical appliances, with a small number of family members owing to family planning practices, have minimized the housewives' chores at home. The educational attainment of women went up to the secondary or higher level and their exposure to various mass media and inter-personal communications opened their eyes to look at the society beyond the family boundary. The improvement of transportation facilities and the infrastructures in urban communities allowed them to travel around different places and broaden their knowledge and experiences.

In particular, the shift of basic functions of the family into specialized institutions such as schools, hospitals, police stations,

(1) KNCW, *Women and Population*, Korean National Council of Women, 1975, p. 5.

military camps, beauty shops, laundry and dress-maker shops, factories, markets, eateries, churches or temples have a crucial impact on women's duties at home. The housewives' major roles are shifted to other agencies accordingly, and therefore, they become much liberated from their overwork at home.

However these and other institutions have helped women enjoy more time for their own development such as self-realization, hobbies, economic and other voluntary activities. Therefore, women in urban society came to have different roles in addition to their basic roles at home as mothers, wives, or homemakers. They come to seek another role outside of their family and to seek for opportunities to actively participate in social, political, economic, and some professional activities.

New Dimension of Education for Women in Urban Community

As the roles of women in urban society change and diversify, the need of education for women is changing and has to change accordingly. Women in modern society will take various positions outside of their homes such as leaders and/or members of community or voluntary organizations, employers or employees of business firms, politicians or executive members of government offices, medical doctors, scientists, or other professional women in their own fields. Compared to the old days when the roles of women had been limited to their home and the education of women was quite different from that for men, at present and in the near future, the education for women should not necessarily be discriminated from the education for men.

a) Ideally, whether it is formal or non-formal, education for women should help them to adjust to rapidly changing society, and for this, they should be taught on what is happening, what is available, what should be changed, and so on.

b) Women should also be taught new skills and knowledge to be utilized for their career and occupation. Jobs and professions should also be open to the females without any discrimination since urban society will soon meet a shortage

of manpower especially in specialized fields. The potentiality of women should be developed to its full capacity.

c) Education for women should provide new visions and/or eyes which can view things and reality as it is and develop the ability to make right choices and decisions in solving problems in the right directions.

d) Education for women should be provided for them to learn how to spend leisure time effectively. More and more women will enter into that period for life in which they may feel dull and bored. Since they have few children and they mostly reared, and most of the family chores will be done by machines, even from their early thirties women will have a feeling of completeness and accomplishment. Therefore, this period of life is very important for them to learn new things in order to enter the second life.

e) Community education for women or women's commitment to community services should be reinforced in the course of education. In general, urban women tend to be too selfish, individualistic, and have no community service at all. Therefore, education for women should be re-oriented so as to train women to have group experiences and community feeling through which they learn how to help each other, how to cooperate and how to practice democracy, etc.

f) Education for the disadvantaged women should be considered a high priority. Women who belong to the urban low income groups, including the rural migrants, are lagging behind the rest of urban women. Their socio-economic status, as well as health, sanitation, nutrition, cultural and educational status are much lower than even the rural people in many cases. Therefore, basic and functional education should be designed for these women.

In summary, the education for women in urban society has to be re-oriented so that women can be taught the values, attitudes, and skills which will be imperative for them to become active participants in every aspect of social life. Education curricula which have emphasized that women must find their way only within a family should be changed

as soon as possible.

In order to meet these educational needs, we can hardly rely only on formal school education. Of course, formal education should be a prerequisite, however, more emphasis should be given to non-formal education for women. The goals of women's education can be achieved through life-long education.

Problems of Education for Women in Urban Community

It is easy to state what should be done regarding women's education. However, in reality how we can do those things is a different story. Keeping in mind the needs of education for women, the following problems can be enumerated for our future discussion.

a) Social norms are still too conservative to accept the modern roles of women that will enable them to become active participants in social life. We are now in a transitional period in which the old traditional values and modern values are co-existing and cause tensions for the women who are suffering from these role conflicts. Nevertheless, in order to develop potential manpower and to utilize women for the improvement and betterment of society, the need for certain institutional supports as well as continuous informational add/or motivational campaigns will be inevitable.

Here comes the necessity for the understanding and cooperation of society and especially of the male counterparts who have been the governors of the society and of women. For this understanding and cooperation endless efforts should be made by all members of society as a whole.

b) Another important problem that education for women is facing is the will and awareness of women themselves to learn the afore-mentioned roles and skills. How to motivate women to be aware of their own situation in conjunction with their general circumstances is the most important task from which the education for women should start.

For motivational purposes more systematic use of mass com-

munications and organized group strategies would be recommendable. Since mass media is easily accessible in urban areas, and urban people are found to have a high degree of exposure to every kind of mass media, the utilization of mass media for non-formal education for women will have tremendous advantages. But if mass media usage will be combined with interpersonal communication procedure such as media forum, programs will be much more effective.

c) The shortage of educational (non-formal) facilities, shortage of trained adult educators, and shortage of financial supports are the crucial factors for the non-formal education for women in urban society. In Korea we have an urban educational center for women in each provincial capital and in other cities we can also find several women's center which take part in various religious activities including educational activities. The primary or secondary school buildings can also be utilized for women's education. However, these institutions are not adequate considering that the number of women who should be benefitted by them. School buildings and facilities are the most promising but due to the limited budget to maintain these facilities, it seems to be difficult yet to wholly utilize them for these purposes.

Therefore, the budget should be stipulated by the Bureau of Adult Education, the Ministry of Education, for education for adult women and for youth.

Shortage of adult educators should be solved as early as possible. In order to have competent adult educators, courses or training institutions should be set up at least at the graduate school level. Teacher training for adult and out-of-school youth will be different from the training programs for formal school teaching.

d) Problems related to family cooperation and understanding for women to study further must be faced. In general, women are not trained for active social participation and, therefore, in attending adult education support from the family members and their cooperation are crucial factors. However, the problem is the Korean family members are not so tolerant in sharing their

family duties.

e) Problems of the lack of ideology or philosophy of education for women should be considered very carefully. It is not denying that there has been no educational ideology or philosophy, but some fundamental basis or underline guidelines were not firmly established. This also demands that women leaders and the educators of women should have confidence in their educational activities realizing that they are leading the mass in the right direction.

Since the role of women in urban society is changing and the rate of change is so fast, it is very difficult to conduct any educational activities unless there are well established guidelines. However, who will take the initiative is very important. To support this point of view, I strongly call for the attention of those who are responsible and who are interested in adult and women education.

f) The last and not the least important issue in education for women is the national planning for women's education as an integral part of national development, and in the whole context of educational planning.

Education for women should not be a sporadic, fragmented activity of women, but it should be an integral part of a well planned national educational program with long term as well as short term policies, objectives, methods; and based on an educational philosophy which respects the dignity, the potential and the desire of women to contribute to and participate in society.

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Theme Presentation 3

Non-Formal Education for Youth in Industrialized and Urban Settings

Kazufusa Moro-Oka

Introduction

When we deal with non-formal education for adults in industrialised and urbanised settings, adult population may be directly influenced by those social changes characterised as industrialisation and urbanisation, because adult people are to take several social responsibilities, as a husband or a wife, a parent or parents, a house-wife or husband, an employee or a worker, and a citizen, etc.; and, among other things, the role of a worker is, of course, to be most directly influenced by industrialisation. At the same time, they have to cope with numbers of new social situations caused by the effects of urbanisation.

On the contrary, most of the young people are generally free from production processes, or rather being alienated from work, so that they are indirectly involved in the consequences of industrialisation and urbanisation. Our main concern therefore may be how the consequences of industrialisation and urbanisation affect youngsters' sound growth and also the ways we can provide with them for their sound development.

The following are some problematic situations that come into my mind resulted from the effects of industrialisation and urbanisation. And I would also like to point out some of the counter-measures so as to overcome those problems respectively.

1. Population Migration and Destruction of Communities

In most cases, the process of industrialisation is accompanied by the concentration of work force into factory areas. This will bring about not only serious shortage of housing, rising prices for commodities and land, and traffic jams, but also such

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public hazard as pollution of water and air with automobile exhaust and factory wastes. We cannot overlook the fact that the new residents who come from various parts of the country are gradually deprived of the sense of solidarity that they had in their own communities. Another problem is the social maladjustment and delinquency of city dwellers, especially among young people.

In rural areas, on the other hand, the most serious problem faced is the flow of young people out into cities, leaving only old people and a few young successors to work in the rural community. Under these conditions, the rural areas find it difficult to maintain even the lowest standard of economic and cultural life. And farmers and fishermen in the depressed communities leave their villages for seeking jobs as seasonal workers while they are free from their own occupation. There occurs the family problems caused by the absence, even temporarily, of a father or a mother from home.

In order to deal with these problems, we need to make up and maintain communities by any possible means. For example, in a newly established housing estate, which is constructed without a core of old hamlet, we had better provide with the following facilities: a meeting place where the young and old will be able to get together, talk over, and have a chance for enjoyable recreation; and a play-ground for physical training and sports activities, equipped with the lighting facilities for use at night, if possible, since physical activities are said to be "scope for choice" among various human activities.

Furthermore, we will be able to strengthen solidarity among the people within a community by means of providing all sorts of festivals and events, adding competitive elements to them. And we should also consider that the organisers for community development set up opportunities for transmitting such cultural heritage as paintings, calligraphy, traditional dance, folk songs, arts and crafts, etc., to younger generation.

2. Mass Production and Mass Consumption

In most cases industrialisation causes mass production inevitably. And maintaining mass production requires mass con-

sumption. This means that the mass production produces not only the minimum essentials to life but also things for which there is no urgent need, and people are tempted to buy these unnecessary things by propaganda. Instead of trying to mend or repair things, people easily discard the things when some things are wrong with them. And finally, the virtue is not to lead a frugal life, but to spend or consume a lot.

Although we can find a tendency to economize things among the grown-ups who have had some experiences of living in under-privileged conditions, the young people of the postwar period who have been bred in material affluence don't have such a tendency, and so it is very difficult to teach them economizing things. Therefore, the programmes that will provide children with experiences of surviving in isolated islands or remote wild area, may be worked out. In the last few years, Japan Association of Leisure-culture Development which was set up in 1973 under the recognition of the Ministry of Education, science and culture has organised summer programmes of that kind, and made the hundreds of children experience the life pattern of uncivilised people in Guam island and some other places. In this respect, the custom of fasting in Moslem countries seems to me a very sensible and right device for appreciation of blessings on earth.

3. *Automation or the Spread of Labour Saving Appliances*

The development of industrialisation goes along with automation. In such circumstances, human labor become unnecessary. As the result of that, factory workers are provided with much leisure time, on one hand, but the workers are, on the other, deprived of pleasure of creative activities and forced to work as if they were a part of a machine or a cogwheel. It is a great problem for adults to deal with the increase of such free time or leisure. This problem of having free time, however, is also serious to children, who are originally alienated from labor. Therefore it is very important for us to provide children with what they can engage themselves to.

* Such activities may be classified as physical, social, practical, and cultural. And it is necessary for us to prepare social

environments where children can be involved in such various activities. In this respect, youth centers, fields and events serve the purpose. Moreover, it will be effective that we provide not only various opportunities, but also a kind of scheme for appraisal, e.g., Duke of Edinburgh's Award Scheme in England, which acknowledge achievements and excellencies that the children get through such activities.

Today, the word "moratorium" is used as a key concept of the understanding of youth. But we must recognise that it is not only unfortunate to young people, but also harmful to the society in most cases, that the youths extend their initial education from senior high schools to colleges or, moreover, universities in order to shirk from social responsibility. We had better bear in our mind the idea of "recurrent education" proposed by OECD.

4. *Preservation or Setting-up of Space for Play*

Concentration of factories and population and increase of traffic and housing density deprive spaces for play of children, especially in urban areas. Children are unable to encounter with small living things like insects in these circumstances. Recently it was reported in Japan, with some lamentation, that a pupil who had not seen any living chicken painted a chicken with four legs.

In order to have children get in touch with nature and have some interaction among themselves, it is necessary for us to preserve places for play not only in suburban areas but also within neighborhoods. It is also necessary to shut out cars from some part of streets to preserve places for play, and to throw open school-grounds to children after school or on Sunday. Other solutions may be, I think, to establish institutions such as Children's Nature Center which began to be built from 1970's in Japan, and using these establishments to make children, even temporarily, free from inhuman life in big cities, and to let them touch with the very nature of the universe. In this case, however, if the headmasters are required to assume a responsibility to active children's injury or death they will hesitate to open school grounds for children's use. In order to

avoid such a situation it is necessary to formulate some sort of injury insurance systems. Several insurance programmes have already come into being in Japan these years.

5. *Defects of Meritocracy*

Industrialisation requires efficiency in production processes. An able man is given better treatments, on the contrary, the incapable are not. The spirit of discarding things accelerated by the mass-consumption system of economy has been becoming common with regard to the sphere of human relationship. Consequently prevailing values in the industrialised and urbanised society is to enter a better school, to get a better job and to obtain a better status. Therefore, the principle of competition permeates even into the stage of compulsory education. And the schoolmates in a class are not congenial friends with whom he shares a communal life together but foes who must be knocked out if opportunities arise. Climbing the educational ladder by entrance examinations, children are split into two groups, that is, the superior and the inferior. It is quite understandable that the owners of inferiority complex who are ranked as the second or the third class are likely to behave anti-socially and to become delinquents.

It seems to be very difficult to improve once distorted character, as we can guess from the report about the girls brought up in a wolf family who were found in the suburbs of Calcutta, India some sixty years ago. This reminds us of the fact that there exists a creature that has human appearance but is not a true human being by any means. I think parents have to be aware of the importance of babyhood when the essence of human being is formulated, and they have to be given a good chance to become better fosterers or breeders. This is the reason why I put stress on the importance of education on the part of parents, because the deep roots of delinquency are in most cases laid on the deficiency in the sense of being loved.

6. *Smaller Family Unit*

One of the measures to elevate one's own standard of living in an age of urbanisation is to reduce the number of children. Where the knowledge and skills of birth control is widely

diffused and also the artificial abortion is not banned, a family is likely to be composed of parents and one or two children due to the decrease of birth rate. In fact, the average number of children was only 1.7 in 1977; whereas it was 3.6 in 1950s in Japan. With the emergence of these 'nuclear family', the opportunity of social training has been becoming lesser and lesser, and the children within a family will miss the chance of taking care of their brothers and sisters, or having quarrels with them, or behaving as a leader or a follower.

On the other hand, the mothers who have only one or two children usually give so much care to their children. Such situation will not be developed in a family with many children. These tendencies have brought about a serious problem that the children of over protected lose their ability to live independently. It is reported that, in some extreme cases, a mother dear to look after her son's sexual desire to commit an incest, and the boy, when he approaches the time of marriage, seeks an advice of the consultation service on the telephone.

The decrease in numbers of children within a family is not necessarily accompanied by over-protectiveness of the parents, especially of a mother. In this respect, a mother who has got any job to spend busy days usually asks her children to take over a portion of domestic works, and the children are from time to time left alone to get the dinner ready by themselves, being accustomed to live their lives independently. Therefore, it will be important for mothers, who are likely to assume the responsibility of home management as well as upbringing of children, to make their children look after their own business, or to give them any possible opportunities of role-taking so that they are well equipped with the ability of bearing his or her share of responsibility in a given circumstance.

Moreover the parents with few children are recommended to allow their children to go to such residential institutions as Children's Nature Centers or Youth Houses, and also to let them join in some associations so that the children will be able to enjoy the experience of communal lives, since there are little opportunity for them to spend a life with other people

of the same age or so within a family. Without these experiences they are not to be expected to become mature citizens of a democratic society where they have to make their own decisions or to share respective responsibilities.

And mothers themselves are requested to become more independent, not asking her child or children to look after her when she'll go into the third age. It is said to be imperative for us to live freely by ourselves, but at the same time to let other people live freely as well.

7. Widespread of Divergent Views or Values

Another phenomenon caused by industrialisation is the widespread of informations and views by means of printed materials, voices and/or reflex of radio and television. It will, on one hand, contribute to foster the consciousness of the international citizenship among the people on earth where they are forced to live together peacefully, and it will be helpful for them to get valid information about other people on the spaceship called 'Earth'. However, it will be followed by some unfavorable consequences as well, where a mother easily leaves her children in the hands of T.V. sets, and the child is accustomed just to listen in or view on broadcast programmes, but not dare to act spontaneously, becoming a 'know-it-all' sort of lazy people. These tendencies do not seem to be helpful for the sound growth of youngsters.

Furthermore, in the case where there is a flood of obscene magazines or of violence, brute impulses or animal instincts of immature people are readily excited to lead them to commit sexual delinquencies or/and violent behaviours. We cannot overlook these problems, either.

Thus the immature youths in urbanised society are now thrown into a whirlpool of information containing both good and evil. Therefore, it seems to be important that we should give them our careful consideration so as not to expose them to useless stimulus, until they reach the stage of maturity and come to discern between good and bad or between beauty and ugliness. Recently, in particular, we can find it a common feature that the way of presentation of our television programmes tends to

be short cut, omitting some parts of the whole process of real situations. Once people have been accustomed to such presentation, they are likely to become persons who do not try to do deliberate thinking or are apt to react quite emotionally. Therefore, it is important for us to launch book-reading movement with libraries as center so as to learn wisdom of human beings by means of printed materials.

Especially when the child is in the stage of an infant or a pupil, parents are recommended to have dialogue with their child, e.g., a habit of "twenty minutes' reading a day" by both parents and their child. On the other hand, the youth who is seeking his own place to live in a certain society should be given some opportunities of reading books or discussion at such institution as Youth Houses, which will enlighten him on his aims in life or a way of living as an adult. And ultimately I keenly feel that parents themselves, teachers, seniors and senior citizens should live dauntlessly with their own views on life, sense of value and philosophy of life to show their own attitude toward life to their children or younger people. Particularly all the more because we live in the time of internationalisation, it is most important that we should recognise the existence of heterogeneous beings and coexist with one another, not rejecting nor ignoring those who have different ideas or ideals from ourselves. In short, an attitude of pluralism is imperative for us to live in this diversified world community. I am of an opinion, after all, that broad-mindedness, which does not allow one to regard his own value as the only and absolute truth, must be the essential element of civic, political and community competence as mentioned in the Exeter Papers.

Theme Presentation 4

Problems of the Aged, and Some Suggestions

Yun-Sup Lee

Introduction

The history of man-kind is in a way a history of the youth and the middle aged. In a given period of history, most of the vital works for society were, are, and will be carried out by the active, enthusiastic, aggressive, and progressive youth. While some attention is paid to the welfare of the aged people, most of the attention is given to the education of the young ones who are already in school and the non-formal education of the middle-aged who are in their peak productive stage in their lives. The reason is simple and clear. That is, the investment in the aged does not yield as much return to the society as the investment in the youth and the middle-aged.

There have been common misunderstandings about aging, which actually facilitate the formation of negative attitudes toward the aged among the professional and the layman alike, including adult educators. First one is that we generally think that certain chronological age (e.g. retirement age) is the criteria of defining the aged. Whether it is 60, 65 or 70, society, for convenience, defines the demarcation point. It is well established that large disparities do exist among chronological, physiological, psychological and social ages. We can easily find young 80-year-olds and old 60-year-olds. Researchers agree that physiological indicators of aging show great individual differences among the aged. It is so wide in range that no other age group shows such differences. It is very difficult to set the cutting point by age. If we do, that would be merely an artificial one. A more apt measure of actual age

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may be that old maxim "You are as old as you feel." Another way to define it is that you become elderly when society says so. This imposes upon us, adult educators, a host of social, educational problems of the aged.

The second misunderstanding is that people think the aged have certain problems "because they are aged." The aged, of course, have a host of problems of either biological, psychological or social nature. However every individual regardless of age has his own problems to face. To be sure, brain dysfunction due to aging is a unique problem for the aged. However, such problems as anxiety, grief, depressions, psychosomatic syndromes and especially social isolation are not necessarily due to massive brain damage. They deserve appropriate attention as is the case for other age groups.

The third misunderstanding is that after retirement the people will enjoy tranquility and serenity of life. This is not so simple. They do have major problems to face in their tranquility and serenity. There is not a developmental stage called tranquility. Each stage, regardless of how you slice it, has its own crisis. The old age period is not the exception. To solve the problems the aged need as much social and educational services available as other age groups.

Still another misconception is that people think that the aged are not productive. Actually many retired old folks are seeking employment. In the U.S. approximately 2 million people over 65 years of age were employed fulltime and one and a half million employed part time in 1971. Official statistics are not available in Korea but a large number of old folks are employed and/or seeking employment. They are productive if the chance is given to them. The above misunderstandings are ubiquitous across nations. Each nation may have its own unique problems of the aged. In this paper, the present writer would like to concentrate on highlighting the problems of the aged among the developing countries, in order to draw attention among the qualified professionals and decision makers on the neglected, ignored and cast aside problems of the aged, especially in the process of rapid industrialization and urban-

ization. Some suggestions will be made for further discussions.

Problems of the Aged

While the problems of the aged are inter-related, they can be divided, for our convenience, into two broad areas; social problems related to retirement policy, common mental health problems of aging including familial problems associated with large family system and possible long-term physical confinement.

1. Social Problems Related to Retirement

As was mentioned before, a person becomes elderly when society says so. All the nations except a few tribes (e.g. Abkhazia) have social rite de passage called retirement. While there are many transition points in one's life, retirement is, probably, the most important social milestone in one's life, marking the shift from the middle years to old age. It also signifies the end of work and the beginning of new status.

Many questions can arise in regard to retirement. Should we allow each person to decide when to retire? Or should society decide when to retire? What kind of jobs are there at this time of unemployment for the retired people who want to continue working? Is age a relevant criterion for setting retirement? If not, are there alternatives? Are there any malpractices to enforce individuals to retire before the legal age limit? If there are, what is the status quo across developing countries? What roles is he expected to play according to the age norm of the society? How meaningful are those roles for him? How much status do they provide? Is he able to maintain an income? Is he forced into a status of a "non-person" who is socially defined as useless and worthless? What about "grandmas"? Do they have any income? After all did they have any jobs to retire from? What happens to them after their spouses die? What about minority groups? In what ways are the aged of minority status comparable to racial, and ethnic or cultural groups jeopardized?

The above questions should be answered to get the clear picture of problems of retirement in developing countries. Unfortunately, the present writer could not find a single comprehensive report on the problems of the aged in Korea. This lack of needed information itself may mean that professionals and the general public are not paying attention to the aged in this society. The most data available in the developed countries in regard to the social problems of aged are not directly applicable to developing countries, because the meaning of retirement for the individual is affected, to a larger degree, by social variables and by the cultural definition of the meaning of retirement.

While the present writer could not pinpoint the unique social variables associated with aging in the Asian South Pacific area, one aspect, however deserves attention in this context. It may be illuminating to compare western ways of life with some danger of over-simplification. Every year for Thanksgiving day, millions of turkeys are served at the dinner tables across Northern America, whereas on the same occasion, millions of oriental families go out to the family cemetery to pay tribute to their ancestors. This simple observation is enough to say that family ties between the young and the old are much stronger here than there. There are some other evidences too. WHO'S carefully designed five year crosscultural study showed that oriental life style, especially large family system, is one of the major factors conducive to the convalescence of schizophrenics. This would suggest that for the aged this large family system is much better than the western type of compartmentalization. We have a traditional moral value of "filial" piety that has an unconditional positive regard and support, psychological and financial, for the aged. Along with the strong familial ties and the moral value, the oriental view of death and dying is decidedly different from the western one. In the Orient, the process of human experience includes the self, universe, life-span and death itself, whereas in the western thought death is considered as outside of the self. The self in western living is active, ruggedly individualistic,

productive, controlling, and progressive. To be a self, one must be alive. So death and dying is perceived as an outrage, a tremendous affront to man and a failure. Each culture may have its own merits and demerits, but the western view of life may make it very difficult for the aged to prepare. It would be quite advisable that we have to closely look into the oriental life style and to find a philosophical and psychological ground on which we can build social service systems.

2. Mental Health Problems

The common sources of intense emotional experience are as follows. (Batter and Lewis, 1973)

Personal loss:

- Marital partners; other loved and significant figures (friends, children)

Social forces:

- Status loss, privilege loss
- Sharp income drop
- Unwanted retirement
- Cultural devaluation of the elderly; sense of helplessness, forced isolation
- Physical diseases; disease of any organ system
- Age specific changes; loss of speed of processes and responses; involutionary processes
- Personality characteristics; survival characteristics life history, renewed personality problems
- Approaching death and dying

Any or all of the above common emotional experiences may be significant for any old person. Furthermore, the traumatic experiences may come in such a rapid succession that the aged cannot help but feeling utterly helpless with layers of unresolved grief, fatigue, and a sense of total emptiness.

One time or another, an old man or woman may experience grief, guilt, despair, loneliness, depression, anxiety, helplessness, and rage. He or she may respond to this emotion-charged experience with denial, projection, fixation, regression, counter-phobia, displacement, business, and exploitation of disability.

One may ask whether getting old simply means a lot of loss described above. Of course there is a lot to be gained by being old. A sense of integrity, fulfillment, wisdom and guidance for the young ones are few of them. Whatever gains or losses there may be, it may be appropriate to say that life itself is not for gaining or losing. There may be nothing to lose and nothing to gain in our lives. It may be that we just need to face the life cycle in a more human way.

"Decline" and "neglect" are the two words we can easily find in a handbook of aging. What can we do for the aged, a group into which sooner or later all of us become a member?

Let's take a quick look at the population projections for Korea. By 1981, it was estimated that 2,394,000 will be over age 60, 6% of the total population. By 1986, 2,909,000(6.9%), by 1991, 3,508,000(7.8%). There will be more females than males among the aged due to shorter longevity of men. From these projections and my personal observations, some predictions can be made.

First, while the number of nuclear families will increase, most of the aged people still will stay in three generation families regardless of their wishes.

Second, due to the increase of the number of the aged in the next 10 years, social problems for the aged will be intensified for the next 10 years and on.

Third, since the aged people in the 1990's will be better educated than the counterpart of 1970s, they may become more self-assertive in social participation than the previous generation. Especially this would be so for the aged female because from the 1990's the aged female will have received her school education after the liberation from Japanese domination in 1945. Before then, education for boys and especially girls was very limited.

Fourth, the sharp increase of the female population among the aged due to the shorter longevity of males in general will pose a special problem for the family.

Fifth, rapid urbanization and industrialization of the society will have the side effect of poverty-stricken areas in the city.

The aged in this area will be more hard-hit than any other counterpart.

Some Suggestions

It would be quite worthwhile to evaluate oriental culture in a comparison with western culture to find its merits and demerits and to construct our own unique social service system. Simply to follow the western type of arrangement may result in the same mistakes western civilization has made. We have our life style and tradition. Some aspects of it has to be cherished, developed and expanded. As was suggested before, oriental culture has healthy philosophical and psychological foundations on which we can grow old and die with human dignity. This does not mean that we do not have problems. We do have them. But we have to examine our tradition first. For some people, social development means westernization, which is wrong.

It is quite desirable that life-long education, by its literary meaning, should be extended to all members of society to the young and the old, the professional and the layman, men and women—then we can claim that our society has become a genuinely "learning society" for its own sake. It is quite encouraging to observe that the M.O.E. of R.O.K. launched a nationwide educational program for the elderly in 1977. By 1979, about three hundred thousand old people enrolled in the program voluntarily and about six thousand schools will be involved.

Society should provide social roles for the elderly to participate in not just for monetary reasons but for psychological reasons. For example, some "grandmothers" and "grandfathers" can be encouraged to work in elementary schools, schools for the retarded, and daycare centers as paid or non-paid "paraprofessionals". This kind of arrangement would be beneficial to all the parties involved; reducing the work load of regular teachers, providing social roles for the aged

involved and unique male models for young kids in schools. That is, to let the elderly belong to the here and now society for which they worked so hard, not to a by-gone era, and to let them die young as late as possible.

Government and other research grant organization should put more money in the area of aging research. It is not because society has to take care of the elderly one way or another, but because the aging process itself is what we normally call, growth, or development.

Discussion

Reports of Group Discussion

Group A

Workers' Education in Industries

Participants:

Dr. Spencer Wong	Mr. Sun'horn Sunanchai
Mr. Desmond Lee	Rev. Josef Platzer
Mr. Anwas Iskandar	Mr. Malnam Lee
Dr. Shin-Il Kim	Dr. S.C. Dutta(<i>Chairman</i>)
Ms. Chan Lean Heng (<i>Rapporteur</i>)	

The following areas for discussion were identified:

- A. Scope and objectives of workers' education
- B. The forum/channel for conducting/executing workers educational programmes
- C. Organization of workers organizations, especially unions

Scope & objectives

1. All workers educational programmes have to be based on their problems and needs as concrete starting bases to develop action programmes and to use these as means to create awareness and consciousness in the workers on their oppressive, deprived conditions.
2. An important role of adult educators is to build up an awareness on this and to finally assist them towards some form of organization.
3. It was also stressed that conscientisation of workers should be integrated into the programmes so as not to alert the attention, suspicion and control of institutions like the government and industries.
4. Specifically, the contents/scope of the educational programmes should cover:
 - 1) General education which is of relevance to the needs of the workers in areas like family life education, consumer

education, civic education, etc.

- 2) Basic objective information on their concrete rights especially in areas of labour laws. This will ultimately also contribute to the building of a better trade union.
- 3) Skills improvement, especially in small scale family enterprises where the output productivity is directly related to the workers income.

Where large industries are concerned, opportunities should be made available to workers to have access to developing and improving their skills in other areas which may not be directly related to their current work but may contribute to their own advancement.

- 4) Facilitating and educating workers to take maximum advantage of opportunities of workers participation whenever possible.

Government and industries preserve and control over two big inhibiting forces in the implementation of workers' education programmes.

Channels for executing workers' education

1. It was heavily emphasised that workers' education should be conducted via unions.
2. However, this is only possible in situations where workers are unionized (even then most unions do not lay emphasis on this role). Where workers are not organized, other means of reaching out should be established, for example, initiating workers' projects.
3. Other means can be through the government institutions, especially in influencing effective enforcement of labour regulations, the industries and any other existing organisations.

Organisation of workers

1. The government and industries were identified as very wary

of any form of workers organisation, especially with the industrial management who adopt all kinds of sophisticated management techniques/tactics to create the impression that all their needs are met and hence no need of any organisation. In such instances where the direct approach is not feasible one can still use small groups of individuals without the management's knowledge.

2. Use existing small groups who have already initiated some form of organisation among themselves as the starting nucleus of organisation.
3. Organisation of workers is very dependent on emergence of committed leaders to lead them.

Finally the group strongly felt that the country reports should have been presented before the workshop discussion as this would provide more detailed information and understanding for the discussion.

Group B

Education for Women in Urban Society

Participants:

Mrs. Estela Jesuitas (*Chairman*)
 Dr. Chija Kim Cheong
 Mrs. Makoto Yamaguchi
 Mrs. Byonghi P. Synn
 Mrs. Patrada Yomnak
 Mrs. Barbara Kubilus (*Rapporteur*)

The following major problems were identified:

1. Logistics
2. Women's passive attitude toward continuing education
3. Lack of organization and focus
4. Lack of financial support
5. Social norms
6. Migrant women problems
7. Women's lack of time to attend non-formal education courses

Discussion and recommendations for the above problems:

1. *Logistics*: One of the most important problems in the field of women's adult education concerns logistics—how to obtain more and better leaders, teachers, teaching materials, and facilities, and how to make them more available to the field. Schools, churches, and other community facilities as well as trained personnel and other people such as the elderly who have experience and knowledge should be made available to the field.
2. *Women's passive attitude toward continuing education*: The attitude that women themselves hold toward continuing education is closely related to the problem of logistics. Many women still think that getting married and having a family are the only responsibilities they have to their community and to their nation; consequently, they show little interest in continuing their education.

One of the ways in which adult educators could increase the participation of women from every level of society would be to develop programs that would utilize the work experience and educational backgrounds of the privileged women to educate the underprivileged. This, in turn, would alleviate the problem of obtaining more and better leaders and teachers. The problems here are twofold: (1) because of their high-level life style, many privileged women feel no need for furthering their education, and (2) even if they are willing, they lack the self-confidence to teach others. Teacher training courses should be given to provide these women with the necessary information and teaching skills which would give them the self-confidence required to become voluntary educators. If the program is successful, the whole society would become a whirlpool of education—teaching and learning among themselves, accomplishing and developing among themselves, closing the class gap among themselves.

3. *Lack of organization and focus*: The most fundamental problem in the field of women's non-formal education seems to be a lack of organization and focus. The courses

offered generally relate to family life education which is extremely diverse in both its theoretical and its practical aspects. This diversity has prevented any clear definition of goals which would be financially or socially beneficial to the participants and to the nation's economy and growth. This lack of focus has kept any one educational institution or government agency from accepting responsibility for developing the field, which, in turn, has created problems in financial support and in coordination of programs. The women's adult education program should be an integral part of national planning and development and in the whole context of educational planning.

4. *Lack of financial support*: Agencies that could be supportive to the field will not give priority to activities that are offered primarily for taking care of leisure time. Coordinated attacks by numbers of agencies working together can only be secured if courses are offered with a concentration on the specific needs of the society such as management of human and material family resources, decision making, family-community interaction, consumer tax laws, preparation for marriage and parenthood, and others of similar nature. These kinds of courses will gain support because they can make the needed impact on those social problems which are threatening sound family living.
5. *Social norms*: Discrimination of women in the work situation poses a problem in both developing and developed societies. Discrimination is manifest in job opportunities, promotions, wages, and sub-human conditions such as long hours and insufficient and unsanitary facilities. To alleviate and hopefully to eradicate these insidious forms of discrimination, an awareness of sex equality must be strived for. It is difficult to change discriminatory attitudes; therefore, a place to begin would be to have NFE urge the Ministry of Education to make it compulsory for the formal schools to offer equal educational courses which would lead toward future economic independence and self reliance for both males and females. NFE should also

gear part of its women's programs towards the achievement of these same goals and values prescribed for formal education.

6. *Migrant women problems:* The migrant women in newly urbanized areas experience grave difficulties not only in finding gainful employment but also in adjusting to and being accepted by the community. NFE vocational short courses should be offered without charge for gainful employment. Counseling services in guidance could be given through the mass media, forums, community groups, etc., and prime broadcasting time for these programs should be requested.
7. *Women's lack of time to attend non-formal education courses:* Working women's lack of time to attend non-formal education courses is secondary and solvable if educational opportunities within the community were provided either in the evenings or on weekends. In addition, the NFE Organization in cooperation with the government agency could urge the factory owners to allow a certain period of time during the week (at least 30 minutes) for workers to attend classes within the factory area, possibly during break time. Courses such as safety measures, labor laws, tax legislation, family planning, leadership, etcetera could be offered.

Group C

Programmes for Out-of-School Youth

Participants:

Mr. Charles Wong	Mr. Pepep Sudrajat
Mr. Kazufusa Moro-Oka	Mr. Nam-Joo Lee
Mr. Tony Santiago	Mr. John Doraisamy(<i>Chairman</i>)
Mr. Ang Gee Bah	Mr. Akihiro Chiba
Mr. Uvais Ahmed	Miss Chong Hoo Tuan
	(<i>Rapporteur</i>)

Definition

1. The group defined out-of-school youths as belonging to the following categories:
 - 1) Those young people who had not completed formal school education and are unemployed, and
 - 2) Those young people who were already in the workforce.
2. Programmes for out-of-school youth would have to be both preventive and remedial in orientation.

Problems

3. During our sharing session on the country situations vis-a-vis problems relating to out-of-school youth, some major issues were identified. The problems included illiteracy, unemployment, the attitudes of parents, ineffectiveness of the educational school system, and the slow development of rural areas.

1) *Illiteracy*

Practically all the countries represented had rather high illiteracy rates. Causes of illiteracy include factors like:

- a) The inability of the poor to send their children through the formal school system except for a few years.
- b) Youth also dropped out from the school system prematurely thus further enhancing the education cost and illiteracy rates.
- c) Some youths might have already completed education in their school medium of instruction or other languages and could be functionally literate in school. However, they could retrogress into illiteracy after some years, if not kept up with some forms of continuing education.
- d) Multi-lingual communities had their educational and problems compounded. Because of the prevalence use of dialects, a sizable number of dropouts and youth could not communicate in the official language. This tended to promote disunity rather than national unity.

2) *Unemployment*

High unemployment rates were observed in some of the

participating countries, a result of factors including:

- a) The non-availability of jobs in countries with high incidence of rural-urban drift and slow pace of developments.
- b) Youths, particularly those from the rural areas were neither psychologically, socially prepared nor equipped with the appropriate knowledge and skills for work in the highly competitive urbanised and industrialised settings.
- c) Countries with a near full-employment situation had on the other hand, to rely on imported labour for jobs in some industrial and manufacturing sectors even though some of the youths were still out of job. Their youths were choosy, and preferred to go for softer options in the service fields.
- d) Employers in some countries could only employ youths above 16 years of age; thus dropouts in the 12-15 age groups had to seek outlets to occupy their time. Some went after unhealthy pursuits or indulged in crime and violence.

Recommendations on Programmes for Out-of-School Youths

4. The group would, in consideration of the problems stated above, suggest some preventive and remedial measures for consideration:
 - 1) The traditional school system should where possible be reorganised and deformed. The reorganisation should take into account the rapid changes and trends in the political, economic and social milieu. School curriculum should be reviewed and appropriately changed to ensure that education is made more relevant. After all, 'education is not for today, but for tomorrow'.
 - 2) The consciousness of teachers, and teacher-trainers on the developments in the industrial, commercial and social and economic sectors should also be enhanced. Teacher training

- programmes should also be reviewed and revised to ensure that teachers become effective mentors, vocational counsellors and view education as a life-long process 'continuous renewal' should be the watch-word for all teachers.
- 3) Parental education programmes should be organised by both schools and adult education agencies. Parents should be made aware of their countries' developmental strategies and work hand in hand with the government to encourage their young to take up jobs in areas of national priority. They should also play their role in the moral and spiritual upbringing of their children
 - 4) Educational programmes should be more relevant to employment needs. They should provide the youth with training and equip them with the leadership qualities, technical know-how, cultural ballast and working ethos. Adult education bodies could play very important roles in the development and running of such programmes.
 - 5) Resources available in the traditional schools and the community could be better mobilised and utilised for skills training and adult education activities. There were already many examples of school adoption schemes in Sri Lanka, 'Take schools to the villages' schemes in the Philippines and community education projects in other countries. Governments could play an important and decisive role in ensuring that public resources were made available for such adult education purposes.
 - 6) Regular consultations between the employers in industries, the youth and educators in both the formal and non-formal systems would be useful. Such dialogue would provide a means to ascertain the aspirations of the youths and expectations of the employers and facilitate the development of more functional and appropriate educational programmes.
 - 7) Governments should step up their efforts to develop their rural areas and decentralise industries to help provide more employment outlets for the growing number of literate youths in their rural communities and to curb the growing rural-urban drift.

- 8) Community service agencies like youth centres, community centres, employment agencies, the mass media, etc., should be used to reach out-of-school youths. They could be provided with information on job opportunities as well as the social, recreational, education and welfare services available for them.

Group D

The Problems of the Aged

Participants:

Dr. Chris Duke(<i>Chairman</i>)	Dr. Somgiart Srijugawan
Mr. Lim Hoy Pick	Mr. Tortrakul Yomnak
Mr. Henry Maggs	Mr. Hong-Sik Lee
Dr. Yun-Sup Lee (<i>Rapporteur</i>)	

1. Retirement policies should be adjusted to the individual need.
 - 1) Retirement policy should be flexible to meet the individual need.
 - 2) Post retirement job opportunities should be created.
 - 3) Regular medical check-up be a useful practice for labor force after the age of 45 to determine the actual age of retirement.
 - 4) There is a need for adult educators
 - (a) to identify and respond to special needs of the aged. (e.g. pre-retirement course)
 - (b) to publicize the need for changing attitudes and provision in society toward flexible retirement arrangements.
2. Adult educators should recognize the possible conflict between the elderly becoming a separate group, lobby or category to promote their interests, and desirable integration of older people into general life of the family and the community.
3. There is a special need for more practical research programs by R, D & D Centers, UN system of other relevant organizations.
4. The existing programs for the elderly should be expanded for the rest of the elderly population.
5. It would be advisable that problems of the aged should be included as a special topic in the future ASPBAE conference.

Country Presentation

Non-Formal Education in Indonesia

Anwas Iskandar*

Introduction

Until very recently the center of attention in nonformal education had been the rural and agricultural areas or village communities. It was and still is a valid proposition since about 80% of the total population of 135 million live out of the land. However, as industry has slowly but surely made way into the Indonesian society and more and more places have become urbanised, the problem of serving city dwellers or urban communities with at least basic education and skills to enable them to cope with life problems takes on a new sense of urgency and concern.

This is not in any way saying that previously urban or industrial centers like cities and towns were devoid of any nonformal education programs. Far from it. As a matter of fact, what would now be called nonformal programs in the forms of technical and vocational training, private courses, adult and night schools can trace back their existence to the colonial days. So, there is nothing new in this world.

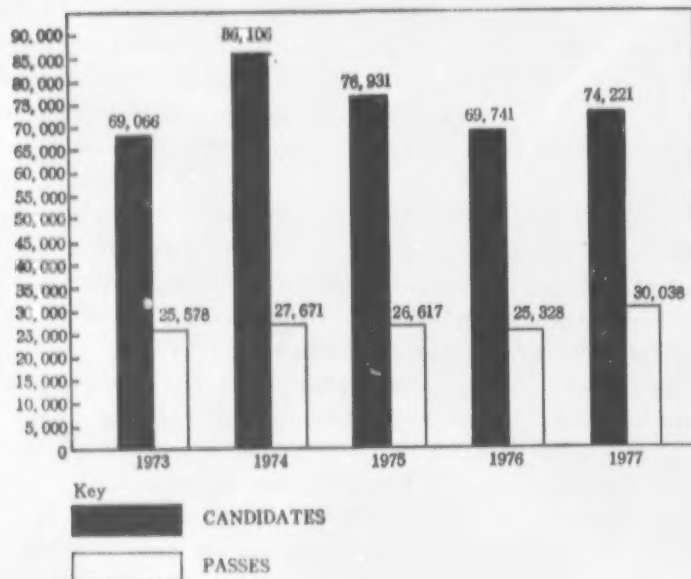
What might be considered new in this respect has been a sense of direction which prevails amongst development planners, particularly educational planners. The new direction in which vigorous and more comprehensive planning and implementation of the programs have been thought out and formulated is based in joint responsibility between the government and the communities, reflected in programs to strengthen and reinforce the potential roles and organizational capacity of social institutions and individuals.

Director, Division of Community Education, Ministry of Education
Indonesia

This reawakened concern about and determination to push for stronger nonformal program in cities and towns of course rests on the followings:

1. In the last 20 years the urban population of Indonesia has doubled—increasing three times as fast as the Indonesian population as a whole. The urban population has increased from 15% in 1961 to 21% of the Indonesian population today.
2. In conjunction with this, the rate of migration to cities especially Jakarta has been alarming during the last 10 years. Urbanisation has for the last 5 years reached such a proportion that the city of Jakarta, for instance, has since been declared “closed” for new settlers.
3. Statistical records show that there are currently not less than 5,500 registered courses offered by organizations or

Fig. 1 Total Candidates and Passes for PLSM National Examination(1973—1977)



individuals engaged in nonformal education programs with a total enrolment of about 150,000 students. Among these students an average of 75,000 people have taken government certification examination annually for the last five years, and of these about 40% pass at national standard for their skill (see Fig. 1)

Development of nonformal programs in urban and industrial setting has been further reinforced by the Presidential Decree No. 34/1974 which stipulates that while the responsibility for coordination of all educational undertakings rests with the Ministry of Education, the Ministry of Labor is responsible for the implementation of job training for industrial workers, and the Ministry of Bureau of State Administration is responsible for in-service training for civil servants.

Urban Needs and Problems

Cities and towns in Indonesia, as elsewhere, have always played an important role in the country's development. They serve as units of production and distribution of goods and services to their own population and support the development of the hinterlands from which they draw raw materials and labor.

By virtue of these roles, cities and towns are increasingly the focus of economic activities which in turn make them centers of political and cultural activities as well. Compared to rural and agricultural communities, urban and industrial centers have undergone rapid development.

Urban centers attract people because of the opportunities they offer, their dynamic and glamorous life—real or imaginary—, their concentration of wealth, and above all for their vast number and diversified employment opportunities.

On the other hand, cities often deal harshly with those without the requisite skills for urban survival. Only those with requisite skills and attitudes can fit into the mainstream of their economic life. Many who have tested their fortune

in the city have lacked these qualities and have become outcasts from both urban and rural life in the process.

Recent study of seven major Indonesia cities summarizes its findings as follows:

"While the cities have brought prosperity to many of their residents, there are many low income families who have yet to substantially benefit from the fruits of development. There are many reasons for this situation. The economies of these cities are still in an embryonic stage of development; city government revenue is therefore limited thus sharply curtailing the level of facilities and services the city can offer the low income family; above all, many low income families and individuals *do not yet have the requisite education and skills for successful and lucrative participation in the ever-growing complex urban economy*"

On the brighter side, it is apparent that many more children including those from low income families are enjoying some measure of formal education, particularly primary education.

The enrollment rates for the seven cities are rather impressive with only Surabaya not reaching the 70% mark. *But a primary school education is no longer adequate preparation in the urban economy, and there is also a core of primary school dropouts, comprised of children, youth and adults who still lack the most basic formal educational preparation for urban living.*"

Two kinds of educational needs for urban communities are identified:

First, a minimum of general and basic education at the primary level or equivalent for all to enable them to function as city dwellers. Literacy and basic understanding of rudimentary municipal laws and regulations are essential for someone living in a city.

Second, technical and vocational skills at various levels of competency for selected individuals to enable them to take part in some economic activities and productive

undertakings, with which one can make a living either by being employed or through self employment.

Current NFE Programs

There are currently two kinds of NFE programs operating in cities and towns to serve urban communities. One, the Kejar Program is designed to disseminate minimum basic education at the primary level for all. The program's name which means "to catch up" is an acronym for "bekerja" (work) and "belajar" (learn), and also for "kelompok" (group) and "belajar" (learn). Thus, it is an educational program devised as a work-study program, implemented through learning groups for the purpose of catching up what is lacking, i.e. lack of minimum education.

The Kejar Program which is entirely government sponsored aims at abolishing what has now become known as "three blindnesses":

- blindness in literacy and numeracy
- blindness in Bahasa Indonesia (national language)
- blindness in basic education

In 1979, 40,000 learning groups have been formed in cities and towns throughout the country with a total enrollment of 400,000 learning group members.

It is interesting to note in this respect that women's organizations play a major role in spreading the Kejar Program by extending it's outreach to their own members as well as to their entire communities.

Other programs, of specialised vocational and technical training type, are for those who want to seek employment or engage in small business or trade. The courses are offered by nonformal or out-of-school education programs conducted by private institutions or individuals and are known by the Indonesian abbreviation, PLSM.

The PLSM courses which are entirely organized through

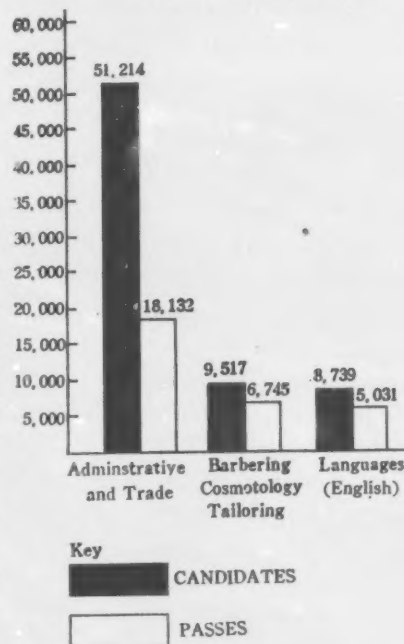
the initiative of local communities to solve their own educational problems and to meet their own needs but which receive technical and administrative support and some supervisory guidance from the government, reflect the operationalised basic concept of joint responsibility for education shared by government and community.

Not less than 258 vocational, avocational and technical skills have been identified and registered, training for which is offered through the PLSM courses. These skills are classified into the following categories or clusters:

1. Office Administration and Trade
2. Barbering, Cosmetology and Tailoring (Domestic Skills)
3. Languages
4. Technics and Maintenance
5. Automotives and Electronics
6. Cottage Industries
7. Medical Services
8. Gardening & Horticulture
9. Special Category

The average annual enrollment for these courses is estimated at about 25% of all nonformal learners in Indonesia. Of these, the enrollment for skills in the categories of Office Administration and Trade exceeds all other courses by substantial numbers as shown by those taking the state's examination annually (see Fig. 2).

Fig. 2 Total Candidates and Passes for PLSM National Examinations for the three Most Popular Courses(1977)



The Government Role in PLSM

The PLSM had developed out of private courses which—during the Dutch colonialism—were entirely without government support and supervision, some of them such as office administration and trade succeeded in establishing themselves in bonafide educational institutions while others such as electronics have had only a limited role. For many a prominent feature was their role in fostering nationalism and patriotism in youngsters and youths, incorporating new political socialization in what were to the casual observer mere skill courses. During the Japanese occupation in the Second World War, these learning programs were virtually reduced to extinction.

Since the independence, private courses have found themselves on fertile ground. With encouragement and favourable climate created by the government for active participation from the community in education, they grow and flourish in conjunction with the rising demand for more and functional education and training which the schools have been unable to provide. As they have reached more and more people, the demand has continued to rise. By 1964, it was felt that some guidance and direction from the government were needed to protect the learners or beneficiaries from malpractices. After all, like any other services offered to the public on remuneration or against payment, private courses are liable for abuse.

To prevent "commercialization" in this field and to insure that the programs are in line with goals and objectives of national education, the government stepped in to supervise.

In July 1964, the Ministerial Decree No. 69/1964 took effect, sanctioning the coordination, guidance and support by the Ministry of Education for the development for private skill courses. The decree also appointed the Directorate of Community Education (Penmas) as the directing agency.

It specifically made reference to the goal of national education—of which nonformal education is to be part and parcel—as stipulated in the GBHN (General Outline of State's Direction) which says that "...education shall aim at achieving balance

and harmony between biological or physical and mental spiritual development within the individual in order to transform him/her into a wholesome personality inspired by Panca Sila..."

Included among the tasks of the Directorate Penmas to supervise, guide and support the current PLSM are:

- (1) Registering and licensing the PLSM
- (2) Review and sanctioning learning programs or curriculum
- (3) Provision of learning materials
- (4) Upgrading and training of instructors and teachers
- (5) Instituting evaluation, including state's examination
- (6) Supervision and monitoring
- (7) Guidance and counseling, public relation and promotion
- (8) Administrative and technical support.

The purpose of licensing is twofold: first, to improve and insure the quality of instruction; and, second to record accurate data on this aspect of human resource development. Simpler procedures for licensing have continuously been developed in order to expedite the process.

Out of the responsibility of licensing PLSM come the other tasks of assisting, directing, and backstopping them to higher standard of performance. Of all the tasks to be performed by Directorate Penmas in this respect, achievements in two areas in particular deserve mention, namely training and learning materials development.

1. *Upgrading and training of instructors and teachers.* During the last fiscal year (1978-1979), two training sessions of two weeks each had been conducted for managers of PLSM from seven project provinces with the most concentration of population and urban centers. The objective of the training is to improve their management skills in planning, organizing, budgetting, and supervising out of school education programs. Sixty PLSM managers have been trained so far. During the same period, 70 instructors in various skill areas have also been trained to improve their methods and techniques of teaching. It is planned that during the next five years, 270 PLSM instructors and teachers will participate in this training program annually.

2. *Provision of learning materials.* The Directorate has organized several workshops of instructional materials to develop standard textbooks and readers for various skills offered in PLSM courses. In collaboration with relevant professional organizations and the universities, the Directorate has produced textbooks, supplementary materials and teaching aids for some of the courses. Future workshops will include publishers in order to expand sources for educational materials for PLSM.

Five Priority Goals in Educational Development

In the next five years during REPELITA III, the Ministry of Education will direct its whole effort towards achieving five goals in educational development, i.e.; expand equity, improve relevancy, enhance quality, increase efficiency, and improve efficiency of educational programs.

In line with these goals and with respect to PLSM, the Directorate has set out plan—and actually has begun to implement—for the following program activities:

1. *Set up consortium for each category of skills to serve as a technical implementation unit to assist Penmas in the performance of its development function.*

The consortium is responsible for organizing, managing, developing, and coordinating PLSM programs under the direction of Directorate Penmas. Its tasks include giving technical assistance in the forms of training, curriculum development, learning materials, referral, monitoring and evaluation to the individual courses for their improved performance.

The consortium for Office Administration and Trade, Domestic Skills and Languages have already made headway in their effort to set up more relevant courses. They establish a curriculum development team made up of educationists from universities, professionals from the respective field, and representatives from the employer association or chamber of commerce, who determine course content and curriculum for training of each skill area.

2. Standard tests to insure uniformly high quality of certification have continuously been improved.

A national board of examination was set up to supervise the whole process of state's examination conducted in the regions. The board set out procedures, develop test items, publish manuals on the administration of tests, and appoint regional examination teams. One activity worth mentioning in continuous effort to improve the quality of the output of the courses by way of improving the examination was the up grading of the examination teams, particularly for "practicum".

Another feature is the collaboration being developed between some consortiums i.e. Office Administration and Trade, Technics and Maintenance, with corporations and factories for mutual benefit. Participating corporations and factories will allow for use of their offices, shops and workshops by students of PLSM; and the PLSM will serve as sources for their needed skilled labor.

Future Prospect of PLSM

All indications support the trend toward bigger role and contribution in future nonformal education in Indonesia. In the five year period from 1972 to 1977 the number of PLSM participants setting for certification examinations was two and half times that for the preceeding five years. The number of persons receiving certification increased in the same proportion.

Government expenditure in support of this expansion yearly has increased faster than PLSM growth. Projected increases in GOI expenditure for PLSM courses is in the range of US\$ 600,000 over the next 5 years. The majority of these funds are earmarked for additional staff training and materials workshops. Recent pilot projects in Jakarta with GOI and community matching funds to support skill learning groups are proving to be another productive approach to urban skill development and job placement as well as exciting

examples of cooperative self employment.

The urban population 15 to 44 years old in Indonesia's major metropolitan areas and secondary cities is expected to increase by about thirty percent in the next five years. While PLSM can be expected to reach only a small portion of this growing and largely unskilled urban work force, PLSM can offer a flexible, community based response to Indonesia's urgent need to develop its urban human resources.

Countr. Presentation

Adult Education in Malaysia

John Doraisamy

Background

The Federation of Malaysia has been described as potentially one of the richest nations of Asia. Already a leading world supplier of tin, rubber, palm oil, and tropical hardwoods, the Federation has a substantial potential for growth from the development of its agricultural and mineral resources and increasing industrialization. I have taken those two sentences giving a very lovely image of Malaysia from an article on the country published in the June 1979 issue of an economic report published by the National Bank of Australia Limited.

In a region where racial diversity is common the multi-racialism of Malaysia is quite exceptional. About 55 per cent of the population is Malay (or Bumiputra) around 35 per cent is Chinese and about 10 per cent is Indian. In addition there are a variety of Dyaks and other tribal people and a scattering of expatriates. While the Malaysian birth-rate has fallen since the early 1960's the death rate has fallen even more. As a result the annual population growth is still high at 2.7 per cent, which is in fact more than twice that of Singapore, though much less than that of our neighbours, Thailand and the Philippines. The other important fact is that 40 per cent of our population is below the age of 15. It does not need much imagination to work out the consequences of these trends in our population composition. Malaysia simply has to find more employment opportunities for the increasing number of young people who leave school with recognized paper qualifications and for those who drop out after primary school or at lower secondary level. According to an official source, 743,000

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new jobs have to be created between 1976 and 1980.

Of particular interest to this seminar are the projected figures for employment in the manufacturing sector. From a primary producing economy, Malaysia is steadily moving on to greater diversification. In 1980 it is estimated that the distribution of the work force will be:

Agricultural sector	44 per cent
Manufacturing sector	12 per cent
Tertiary sector	42 per cent

The rapid growth in the tertiary sector best illustrates the steady rise in the standard of living in Malaysia as well as the phenomenal growth in urbanization. Where overseas earnings are concerned, manufactured products increased their share from 12 per cent of the total in 1970 to more than 20 per cent in 1976. It is official policy to encourage foreign investors to establish new enterprises or to enlarge existing ones by providing certain incentives including tax exemption. Generally industries that are export-oriented and labour intensive are preferred.

Rapid Social Change

The rapid change from being an agricultural society to an increasingly industrial one has brought numerous social changes in its train. Increasing numbers of village girls leave home to work in faraway towns. They move from a small closely-knit community to a large and highly impersonal one. There are a number of traumatic experiences in store for these girls. They have to cope with life in crowded and overcrowded living quarters. In a village one can stay at home when it rains—one can skip going to work in the fields. In the city you have to be at the factory at eight in the morning irrespective of the weather conditions prevailing. In the rural areas, you know everybody. The people next door are termed 'Uncle' and 'Auntie'. You have a lot of time for festivals, for gossip and for just sitting or standing and staring. In

the cities you seldom talk to the people next door—or at least not for several hours everyday. You have to be guard against all manner of 'wolves'. If you're naive and simple you can be cheated or taken advantage of in a number of ways. All the same the bright lights of the city beckon. Rather than stay in the village and be married off in one's mid or late teens to a village boy why not join the trek to the towns and cities? There is employment available in factories, one can make new friends and buy and use all the clothes, cosmetics and consumer goods advertised in the radio and television. One may even win a beauty competition—there are so many such competitions and earn fame. Who knows Mr. Right—a millionaire or even a member of royalty—may turn up.....the village is dull and slow moving. Town is where the action is. There are super-markets, discos and airconditioned cinemas.

It would be wrong to imagine that the young people from the rural areas are generally illiterate. Most would have had at least a few years of formal primary education. Increasingly many have lower secondary and even upper secondary school certificates. However, because of large numbers those with low grades and weak passes are forced to seek employment in factories. Thus we have in Malaysia thousands dropping out of school or barely making the grade after having been put through an education system originally devised for an administrative elite. Inevitably they become industrial workers after failing to obtain white-collar jobs. The colonial education system was successful in that it produced very good clerks and overseers. The post-colonial system has yet to be fully geared to the vocational needs of the country. 'Vocational schools are for other people's children.' Why a clerk doing a mechanical job should be thought superior to a skilled mechanic engaged in tasks that require both considerable knowledge and judgement is not clear. I am always reminded of John W. Gardner's words:

A first-rate plumber is infinitely better than a third-rate philosopher. A society that scorns excellence in plumbing because it is a lowly activity but tolerates shoddiness in philosophy

because philosophy is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.

Private sector

Most of the large industrial firms and banks especially the multi-national enterprises have their own apprentice schemes and in-course training programmes. Usually school-leavers, with three to five years of secondary education are accepted as apprentices. They are given training in classrooms and on the job. After three years they may be appointed, (to cite a firm's scheme) as mechanics. Some firms require their personnel to attend training classes while on the job, to up-date and sharpen their technical skills. They may be trained in formal, regular sessions or sent abroad for advanced courses.

I must mention that if you were to open a newspaper in Malaysia and look at the advertisement columns you are sure to come across the high-sounding names of various training schools and institutes of technology. They all provide training in various skills—electrical trades, plumbing, motor mechanics, tailoring, hair-dressing, radio repair work etc. They manage to attract large numbers of youths who having sampled the academic type of school programme and becoming disillusioned have decided to take up a more vocational type of course that might have some value in the world of work. Some institutions have flourished for years and provide their students with stylish diplomas or certificates. Others are more ephemeral in character and some are run by outright fly-by-night operators. There is very little control over them. In any case in the absence of anything better they probably are providing a much-needed service.

Many skills are learnt in the family firm. The Chinese motor repair shops and electrical trades are a very good example. The young man picks up the skills from his father or his elder brother. With the Indians the caste system plays

much the same role. The son of the artisan follows in his father's footsteps. This is a reflection of the socio-cultural patterns that prevail in Malaysia.

Vocational-type institutions in the public sector

It would take up too much time to even list all of the institutions that involve themselves with pre-service and inservice courses of training individuals attached to various government departments and public corporations. Suffice it to say that their number is legion and is increasing year after year. I shall list a few: Fishermen's Training School, Railway Training School, Fire Department School, Postal Training School, Electricity Board Training School, Farmer's School, Merchant Marine Training School. It will be appreciated that with the ongoing industrialization programme in Malaysia there are many middle-level skills that have to be readily available in order to ensure that public bodies are able to provide the country with various types of utilities and ancillary services. These various training and retraining programmes complement the work of institutions in the private sector.

I expect there is always the problem of 'anomie' in large urban areas. The problem is compounded in the case of individuals like the Malay rural dweller who has suddenly to cope with life in a new urban setting. Being far away from the village he (or she) is often at a loss as to what to do with all the spare time available. Many firms have only a pre-day working week. There is a great need to provide not merely facilities for sports and athletics, but also to stimulate leisure interests and to draw out the artistic potentialities of many of these people. The urgency of this problem cannot be over-emphasized given the prevalence of drug addiction among young people.

The wholesome use of leisure time has long been accepted as a worthy aim of adult education. I'm afraid in Malaysia more attention needs to be paid to this dimension. I suppose

it is largely a reflection of the bias towards materialist values in Malaysian society that there are practically no examples of 'liberal education' courses for adults. Nor are there very many examples of hobby clubs. Sports clubs are plentiful of course. Similarly it is only recently that serious thought has been given to the need to establish a network of public libraries.

Trade Unions

Trade unions in Malaysia play a major role in adult education. The lead was given by the Malaysian Trade Union Congress when it established an Education Department headed by an Education Officer. The usual mode of promoting adult education is through weekend residential courses and also through seminars and periodic courses. Today most of the larger and important unions have their own education committees. Typical courses will deal with topics of primary interest to union officials and members. Industrial relations law, bargaining techniques, elementary economics, constitutional and administrative law and social legislation are some random examples of seminar themes and of courses organized by the unions. I am glad to say that there is excellent rapport between the unions and the academic world. University lecturers are often invited to participate in seminars.

At a more formal level a Workers Institute of Technology has been started. Situated in Port Kelang the major port in Malaysia and in an important industrial area, the institute offers courses in a variety of commercial and industrial skills. We can expect it to play a more significant role in out-of-school or adult education. Another institute of this type exists in an agricultural area in Kuala Pilah and it specialises in agro-industrial skills. It is owned by the National Union of Plantation Workers, the Lutheran Church and the Negeri Sembilan State Development Corporation. My own perception is that given the rigidities of the school system in Malaysia it is these institutes that will play a big role in equipping our

society with the more complex skills the economy will need in the years to come.

Industrial Training Institutes.

These institutes of which there are now three in existence provide various kinds of training for out-of-school youth and employed workers. They are:

Preparatory Trade Courses: 22 week courses in engineering trades for those above 15 years of age.

Skill upgrading courses: These aim at upgrading the skills of workers in industrial establishments.

National Apprenticeship Scheme: This is a 55 week course for workers who are sponsored by employers. The course is usually spread out over four years.

National Solidarity Classes

I have already mentioned the multi-ethnic composition of Malaysian society. The 'integration' or promotion of national unity is as important as is for example the assimilation of new arrivals in a settled society. After the tragic race riots of May 1969, the government felt there was a need to embark on a deliberate policy of promoting goodwill and inter-communal harmony. It was felt that the best way would be to ensure that people of all races, and more especially the adults learned more about the customs, values and even taboos of other racial groups. For long the various races had tended to live and move and have their being on separate planes as it were. National unity classes were organized 10 years ago under a new Ministry of National Unity. Today they are known as National Solidarity Classes and are managed by a statutory body, the National Unity Board. Recently there has been a proposal to appoint the ex-prime minister Tengku Abdul Rahman as the new Chairman of the National Unity Board.

The solidarity classes undertake two types of programmes. They run Bahasa Malaysia or national language classes for adults—non-Malay adults. They also have classes dealing with customs, traditions and beliefs of various communities. It is common knowledge that 'racial stereotypes' colour the thinking of many individuals and hopefully by knowing the whys and wherefores of a community's values or religion more tolerance and maturity of outlook can be promoted. The recent resurgence of extremist Islamic feeling in Malaysia has given greater urgency to the work of these national solidarity classes.

Ministry of Education

The Ministry of Education accounts for about 22 per cent of Malaysia's annual budget expenditure. It is concerned almost solely with formal education—primary and secondary schools as well as tertiary institutions which include polytechnics, teachers' colleges and the 5 universities. The latter are at least in a legal sense autonomous institutions.

The Ministry of Education has not so far evinced much interest in adult education nor in non-formal education. It began further education classes 20 years ago to provide second chance education for those who had failed the public examinations and had to leave school after being dubbed as 'over-aged' pupils. These classes—the FEC—continue to exist but enrolments are falling. The reason is simple. Most failures and drop-outs prefer to study in private or independent schools or take up correspondence courses even though such modes of continuing education may be more expensive.

The Ministry of Education is geared solely for formal education. It works best in a tradition of formal institutions preparing pupils for recognized public examinations. Adult education is therefore regarded as an esoteric field. That explains why Malaysia was not present at the Third World Adult Education Conference held in Tokyo in 1972.

Of course to complete the story I should mention that the

Ministry runs in-service courses for teachers. Many of these courses are in fact intended to improve the language proficiency of serving teachers.

Community Development Classes

In Malaysia a prime aim of public policy is to eradicate the wide gap that exists between urban and rural areas in terms of income, standard of living and the quality of life generally. For historic reasons the rural areas were left outside the mainstream of general development. This urban-rural disparity as we in Malaysia call it is exacerbated by the fact that the disadvantaged persons are usually members of one ethnic group namely the Malays or the indigenous people of the country. For the young there are now primary schools and secondary schools available even in areas that 20 years ago were described as the 'remote rural areas'. For adults there is a programme of adult education that has undergone some changes during the last 20 years. The adult literacy programme was started in 1960 soon after the establishment of the first Ministry of Rural Development under the Tun Abdul Razak, the second Prime Minister of Malaysia.

Literacy Classes

These are meant for adults (defined as anyone over 15) who either have not been to school at all or who dropped out of formal schooling. About two-thirds of the students have always been the womenfolk. There were numerous weaknesses in the organization of these classes in the early years. Some of those weakness still exist. For example it has still not been found possible to provide special courses in adult teaching methods for all the teachers employed in these classes. Most of the teachers being trained primary teachers tend to use primary school methods. However it is said that the functional

literacy approach is now being followed. There is a political dimension in the administration of these classes; to some extent this is inevitable. I quote from an official text:

The Community Development Classes provide training to village leaders with the aim of explaining the national goals and aspirations so that they can become progressive leaders at grass-root level. These trained leaders are expected to spread education and knowledge, so obtained to the rural community.

Given the prevalence of apathy towards adult literacy I suppose that good leadership, even if political, at the village level can spark off a more enlightened attitude towards the importance of developing learning skills. At least parents may be induced to realize the value of education for their children.

Women's Institutes

These have been in operation for over 25 years and the main thrust of their activity is the running of basic home economics classes and also childcare centres. It has been found necessary to combine hobby and recreational programs with the usual home economics classes to sustain interest. The value of these classes can be best gauged by looking realistically at the realities of the Malay village. Traditionally as in all Muslim societies there is much conservatism—women are expected to play a very submissive role. For the rural drop-out who is married off around the age of 16 and 17 the Women's Institutes provide the only medium of adult education related to her role as wife and mother.

Management Skills

Industrialization requires not merely the manual skills of the artisan but also the sophisticated skills of the manager, the economist, the statistician and the computer programmer. The work of two institutions in this field in Malaysia must

be mentioned. They are the Malaysian Institute of Management (MIM) and the National Productivity Council(NPC). The MIM is a private body while the NPC is a statutory corporation. Between them they make available a variety of courses, seminars and publications aimed at promoting executive development. Using an impressive variety of instructing techniques they attract executives in the private sector who are interested in sales, management, budgeting, advertising, personnel management and related topics. The expertise of management experts from other countries is also utilized intensively. For the public sector this role is fulfilled by the National Institute of Public Administration(NIPA). The staff are mostly career civil servants who having obtained their master degrees and doctorates at American universities serve as lecturers for a few years before going back to typical civil service posts. The NIPA also is innovative in its instructional techniques. I cannot help observing here that in Malaysia at any rate adult education institutions are more innovative than the older formal education institutions such as the schools and the universities.

Advisory Council

I feel that this audience will be interested to know something about the planning of vocational training methodologies and the syllabuses. The body charged with this task is the National Advisory Council on Industrial Training(NACIT). We are told that its objective is to advise on training measures to improve the quality of the labour force, bearing in mind the need for special training schemes for Malays and other indigenous people.

NACIT's functions are as follows:

- to advise and provide information on requirements of skilled manpower for industry in the short and long term
- to advise and assist government in its endeavour to resolve problems concerning the training of skilled man-

power.

—to advise and assist government in mobilizing private sector resources and facilities in the development of skilled manpower.

I would like to mention briefly the work of the NITTC—National Industrial Training and Trade Certification Board. This body works closely with the Technical Division of the Ministry of Education. The NITTC however co-ordinates the activities of the training agencies outside the schools system as well.

We do not have as yet in Malaysia any scheme or system comparable to the Industrial Training Board model to be found in the UK, New Zealand and Singapore for example.

Quo Vadis

This seminar has impelled me to focus my thoughts on the new directions in which adult education in Malaysia will have to move. With the twin developments of urbanization and industrialization we need to study in greater depth the non-formal education needs of the new urban dwellers. It ought to be really a form of civic and consumer education. I am glad to be able to report that this month after much persuasion our local as well as national radio stations are launching consumer education programmes. Local radio has a vital role to play in the civic development I mentioned earlier. There is scope for inculcating social sense and also for guidance on road safety topics and on responsible use of community amenities such as lifts and public utilities particularly water, and electricity. In health education dealing with knowledge of nutrition and food fads the scope is very wide indeed. Our broadcast media are government-controlled and as in other comparable situations they tend to be unduly slanted towards political propaganda and pure entertainment.

What about the life-long education idea. Thanks to a national seminar held to discuss the Edgar Faure report (*Learn-*

ing To Be) the lifelong education concept or philosophy figures prominently in the syllabuses of all teacher training institutions. An advanced institute of education on the 'staff college' model will be established soon. The universities may be embarking on a more dynamic role in respect of non-formal education.

Finally an interim Adult Education Association already exists and hopefully it will be placed on a more de facto footing in the near future. Adult Education will then no longer be the Cinderella of Malaysian education.

Country Presentation

Status and Problems of Adult Education in Relation to Their Industrial and Urban Development in Philippines

Estela Jesuitas

First of all, I like to say that I welcome very much to participate in this conference where I could meet old acquaintances and make new ones. It is my great pleasure to be with you all in this significant ASPBAE conference. It is indeed well for all of us coming from the different countries to present to this august body the Status and Problem of Adult Education in Relation to their Industrial and Urban Development.

The reason why I consider this topic to be of paramount importance and why the government is committed to pursue the ideals of development is because of the imperative realities of Philippine Society today. Our country still suffers from many deficiencies and short-comings, some of which are the following:

1. The percentage of literacy for people 10 years old and over is about 83%. While this percentage is quite high, surpassed only by the Republic of Korea, Japan, Singapore and possibly Sri Lanka among the countries of southeast Asia, yet the percentage of those who are really functionally literate may not be over 60. This group of the population need further training so that they can participate more effectively in national development.

2. More than 5 million people, 7—21 years old, are out-of-school youth. Of this total, 3.8 million are in the labor force while 1.4 million are not in the labor force. Majority of the out-of-school youth may possess the rudiments of literacy and numeracy but almost all of them, including those in the

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labor force, lack the necessary vocational training and skills to enable them to lend in a more profitable and economically gainful employment.

3. The yearly turnout of our universities and colleges is around 166,000. However, literacy perse is not equitable with productive employment, thus the country is still plagued with mounting problems of unemployment and underemployment.

4. Conditions in the country specially in the rural areas still leave much to be desired. Most of the people are very poor, living in wretched conditions. The sanitation, nutrition, education, and job opportunities even in some of the urban areas are equally appalling.

In the New Society, development does not only imply economic advance. It also means the improvement in the well-being of the bread masses of our people. It means down and reaching the poorest segments of our population: the urban and rural poor, the unemployed, the underemployed, the homeless dweller, the out-of-school youth, the landless worker, the sustenance fisherman.

Each individual must be given the opportunity to obtain adequate education, enjoy the security of a decent shelter for his family, and have access to other social amenities. All of these obviously require that he be provided with a stable and reliable source of livelihood.

The overriding concern of the NFE program in the Philippines is to share the benefits of progress with the great masses of our people by improving the quality of their lives.

The present NFE programs/activities include: (1) Functional Literacy Education, (2) Vocational/Occupational Skills Training, (3) Leadership Training, (4) Socio-Civic Citizenship Training, (5) Information/Materials development and dissemination, and (6) Cultural/Recreational activities.

There are many successful adult education programs (see Annual Report) that have been launched all over the country. These programs are successful in the sense that they have made or continue to make a strong impact in development.

Through a Presidential Decree all state colleges and univer-

sities and private schools are enjoined to infer to the community their expertise, scientific and technological knowledge so that the people will be able to benefit from their expertise, and advance scientific and technical knowledge relevant to their lives.

Let me site to you the outreach program of the Maryknoll College Foundation Inc. It offers family life education to parents and alumnae of the college as a part of their continuing education, to update them on family life from all angles, from the behavioral, psychological, sociological, cultural and religious standpoints. This is indeed significant because these days, family life continues to be threatened in its key role in national development.

In its Social Development Program it shares its resources with the less advantaged groups of the communities. Its Adult Education Program accommodates low-income groups to enroll in the non-graded elementary and 5-year high school course. Their nutrition center gives free food to undernourished children and teach them, as well as their mothers, correct eating habits, nutrition and the like.

This university is only one example of the many universities in the Philippines which have opened up new educational programs in order to make their institutions more effective instruments for development.

The Lingapang Pangulo sa Barangay, a school-on-the-air program is the President's concern for the depressed, disadvantaged and underprivileged members of the community. It is an integrated educational broadcast accentuating the different developmental programs of the government to improve the quality of life of the people. This program was instituted to develop proper values, attitudes and appreciation of our rich cultural heritage and to instill love of country, nationalism, spirit of service and commitment to country and fellowmen.

The problems met are: difficulty in gathering the listening groups, funds for traveling expenses of coordinators of the program and decreasing involvement of listeners.

The job creation program of the Ministry of Settlements

via NFE is aimed to mobilize the populace to maximize cottage industry production that will contribute to the socio-economic development of the country. All ministries are enjoined to help implement the program. The Ministry of Education and Culture, particularly the Office of Non-Formal Education, role in this program is to determine what the schools can do in terms of helping people in their service area prepare themselves for possible productive activities with long term effects.

Home Industries schools can help train people in the production of items identified in their sectors as item wide marketability. The main problem here is capital.

There is a dearth of relevant learning/teaching for various NFE courses. It is intended to produce a variety of NFE materials for functional literacy, skills training, socio-civic-cultural courses, and materials for general information.

A group of selected curriculum specialists convened and produced 1 million copies of these modules but to date only 100,000 copies have been printed. The problem lies in funds for printing.

NFE is the concern of all agencies, both public and private. Most of the government agencies are active in NFE. Private and public colleges and universities have programs for NFE. Non-government agencies, civic organization and religious groups, not only organize various NFE activities but also give unlimited support to the program.

The PRRM, a private non-profit organization is one of the many private organizations with a very strong NFE program. In fact during the last two summers they offered scholarships to about fifty of our NFE coordinators. They were trained on the very effective community-based approach to NFE of PRRM.

"Manpower development becomes indeed a compelling priority of our society. We must waste no time to extend to the needy youth the blessings of free vocational training. We must enlarge the pond of modern skills and techniques that will

transform our economy. We must give our jobless countrymen the skills which will open up for them the opportunities not only for a decent livelihood but also for meaningful participation in a fraternal Philippine society."

(President Ferdinand E. Marcos)

Country Presentation

Adult Education in Industrial Areas in Thailand

Sunthorn Sunanchai

Introduction

Urbanization's impact on social and economic conditions follows a pattern that is largely similar throughout the world. There are increased pressures on housing, employment, and the full range of municipal services (e.g., medical care and schooling, sanitation and water supply, etc.). These pressures and the resulting strains placed on the physical environment, in turn, create fundamental socio-cultural changes. The failure to channel these changes along positive or, at least, relatively harmless lines and to adjust to the new conditions increases suffering and conflict in both real and relative terms.

The critical changes brought on by urbanization are in essence those concerning interpersonal relationships. Patterns traditionally characterized by strong family and kinship ties become "business-like", that is, relationships which require neither physical contact or familiarity. Organizational systems, functions and specializations bring people into contact. This change presents difficult problems to those from agrarian societies who rely on close personal consultation with kin and community elders and friends in making decisions that affect their daily lives. A solitary life, stressing self-reliance and independence, is often painful and troublesome for those who have been used to the personal warmth found in rural areas.

Values dominating industrialized urban society contradict, in many respects, those found in rural society. Punctuality, urgent deadlines, economy and efficiency, discipline and prin-

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ciple, specialization, responsibility, literacy, and the like are important qualities for the survival in the city. It is imperative for people migrating to the city, as well as long time urban residents, to adapt to the confusion and constantly changing requirements of urban life in order to survive.

Urbanization is taking place in every region of Thailand. Apart from Bangkok, which is the biggest city with over 4 million people or 10% of the nation's total, there are a number of other medium-sized cities. These include Chiangmai, Lampang, Pitsanulok and Nakornsawan in the north; Konkaen, Udonthani, Ubolrajathani, Nakornrajasima in the northeast; Lopburi, Rajburi, Chonburi, and Samutprakarn in the central region; and Songkhla, Yala, Puket and Nakornsri thammaraj in the south.

Despite the slow process of urbanization in Thailand at present about 20% of the population lives in Bangkok and these and other provincial centers. Life in the large, medium, and smaller cities is marked by varying characteristics. The inhabitants of small cities earn their living primarily in business, small industries, trade services (e.g., engine, radio and T.V. and electrical appliance repair), transportation and government services. In the medium-sized cities, a wider range of occupations can be found. In large cities, for example in Bangkok, the choices are even wider as the variety of businesses and services is greater. Business ranges from large conglomerates to small family affairs and include highly specialized services such as those in the communications and mass media sectors and for tourists and other groups with very specific needs. Consequently, the range of qualifications and skills sought is extensive.

In brief, adult education programs in the urban areas should take on roles which address the following needs:

1. *Basic Education*—Programs for people who have not had the opportunity for any formal schooling which focus on literacy and numeracy skills and on basic information and knowledge. With these skills and general knowledge they will be better able to find work and adjust themselves to an environ-

ment that relies heavily on the written word for communication. In Bangkok there are still people who are illiterate. Many are recent rural migrants. Others are from the slums where educational services are few and of low quality.

2. *Continuing (Post-Literacy) general education*—Programs designed to provide opportunities for the out-of-school population to further education from a pre-literacy level up to the end of secondary school. Those learners who complete these programs will be ready to undertake further vocational training. (Enrollment for vocational training requires some basic academic knowledge in language, science, and mathematics from the elementary level to secondary level.)

3. *Vocational training*—Programs designed to provide people with the skills required by the urban labor market at the professional and skilled and semi-skilled worker levels. They should serve people interested in improving their current occupational skills as well as those who want to develop new skills needed to find jobs, changes to more rewarding work or initiate their own business or service activity.

4. *Personal development and adjustment*—Urban life had its own special daily problems. These include straight-forward issues such as road safety and fire and pollution prevention on the one hand and more complex matters related to mental and physical health, divorce, seeking and maintaining a job, child-rearing and delinquency and the like. People need opportunities to discuss these problems in order to determine ways they can be prevented or, if they arise, handled successfully.

5. *Information services*—Program providing people with news and information needed for effective decision-making.

Educational Opportunities in Bangkok

To provide the nonformal education services described above, there are a variety of government service units operating in Bangkok. The important ones are as follows:

1. *Basic education*. The Nonformal Education Operation

Division (formerly Adult Education Division) of the Nonformal Education Department provides literacy programs through number of adult education schools. Besides, it cooperates with the Corrections Department, the Labour Department and the Ministry of Defense in providing similar programs for prisoners, workers, and retired officers respectively.

2. *Continuing general education.* This same unit provides curriculums equivalent to grades 6, 9, 12 in about 100 adult education schools in Bangkok. This curriculum requires 11/2 years to complete the 6th and 9th grade levels and 2 years for the 12th grade level. Students who finish these courses earn certificates recognized as equivalent to those from the regular school system by the Ministry of Education. They are entitled to use their certificates for purposes of employment as well as for entrance to specialized or post-secondary programs.

Moreover, the NFE Operation Division has collaborated with the Labour Department in providing continuing education for workers in factories. The courses are conducted in the morning, the afternoon and the evening. Each session coincides with the spare time of the various shifts.

Other agencies which cooperate with the NFE Operation Division in providing continuing education to the people are government and private schools and private voluntary organizations such as the YWCA.

At the higher education level, Ramkhamhaeng University (named after the third King of Sukhothai dynasty who invented Thai alphabet 700 years ago) provides opportunities for employees to study law, the humanities, social sciences, education and sciences. More than 100,000 students are enrolled, though only 10—15 percent graduate. It is not required that the student be present in class. The university offers instruction through class lectures which are presented and published, the use of radio and television, and tutorial classes in region all areas to help students.

Another open university which is to become operational by 1981, is named after the seventh king of the present dynasty, using the name he held as crown prince. He was highly

respected among Thai people as he granted the first constitution which laid the era of democracy in Thailand in 1932. It will be similar to the open university in Great Britain. There will be no instructions in classes, but radio, television and correspondence will serve as the mediums of instruction. Furthermore, students may meet in sub-groups in a while.

In addition, another important program, similar in nature to that of the open university, is the NFE Department's radio correspondence pilot project. This project aims to provide educational program to out-of-school population in remote rural areas at the grade 6 and 9 equivalency level. If the result of this experiment is satisfactory, there will be an expansion of the project throughout the country. Learners living in the cities will then have opportunities to use this service as well.

3. *Vocational training.* In the Bangkok metropolitan area there are many agencies responsible for vocational training. This report may not be able to cover all of the details. Therefore, and unfortunately, only some major programs will be mentioned.

Vocational Adult Schools—The NFE Operation Division, Nonformal Education Department offers education in the evening in elementary, secondary, private and vocational schools. The curriculum runs between 150—300 hours. Subjects available are dress-making, food preparation, home economics, barbering, hair-dressing, cosmetics, mechanics, radio and T.V. repair, electrical wiring, painting, plastering, welding, photography, music, printing, drafting, wood working, foreign languages, etc. Most of these schools have their own teachers and equipment. The Nonformal Education Department provides teachers with some training, an honorarium, and the cost of materials.

Polytechnical Schools—Vocational Education Department runs 4 polytechnical schools in various sections of the Bangkok-Thonburi metropolitan area. These schools are open to the general public. Classes are offered in morning, afternoon, and evening sessions. Subjects available are industrial arts (designing, carpentering, painting, electricity, radio and television

repair and welding), business (accountancy, marketing, typing, short-hand,) general arts (cooking, photography, tailoring and dress-making, barbering, hair-dressing, cosmetics, and typewriter and sewing machine repair).

Labor Skills Training Center—The Labor Department, Ministry of Interior conducts skill training courses in response to labor market needs. Curriculums are offered in industrial machinery, mechanics, electronics and construction and aim at upgrading or updating skills, training trainers and foremen and preparing new craftsmen for the job market in industry. Programs addressing the latter goal often involve apprenticeship arrangements.

Private Vocational Schools—A large but constantly fluctuating number of private schools provide training in mechanics, driving, radio and television repair, drawing, design, nutrition, accountancy, business, language (French, German and Japanese) commerce, typing, public speech, dressmaking, cosmetics. Generally, the standards of training and the fees are generally high. The NFE Department often secures advice and technical support concerning up-to-date curricular content and instructional techniques from personnel associated with these schools. This cooperation has produced significant improvements.

Social Welfare Department—This Department conducts training for prostitutes, orphans, destitutes, cripples, and beggars. It also organizes community centers which offer informal education programs through libraries, movies, slides, and exhibitions.

Universities—Some universities organize programs for the public focusing on occupational skills or general knowledge. For instance, Thammasat University provides opportunities for workers to study labor relations. Chulalongkorn University provides instruction in applied political science. Kasetsart University offers a variety summer program covering a range of matters from philosophy to poultry production.

The Industrial Promotion Department—The Ministry of Industry offers courses in subjects such as production manage-

ment, accountancy, marketing, personnel management, weaving, decorative arts and crafts, dying and batik, silver craft, gemmology, paper-making, matmaking and the like. The focus is on home industries in an attempt to provide people with skills which can help them at least to earn supplementary income.

4. *Personal Development and Adjustment.* Programs which fit into this category are often those which also address matters related to basic knowledge and occupational skills. In addition, there are programs focusing on recreation, personality adjustment, and the like. Examples are as follows:

Sports—A wide variety of clubs, associations, and the Ministry of Education's Physical Education Department organize various sport programs and league competitions.

Youth Development—Groups such as the YMCA, YWCA and other voluntary groups organize youth centers which offer programs in leadership training and group participation. Recreational activities and counseling are also stressed.

Health—Health units are operated throughout the city by the municipal government and Ministry of Public Health. Specialized clinics offer guidance as well as services related to prenatal care, mental disorders, and family planning. Several voluntary associations are extremely active in the latter field. There are also government agencies and private groups offering information and advice on nutrition. The mass media is used extensively in all these efforts.

Consumerism—A National Consumer Protection Committee working in close cooperation with the mass media and voluntary groups undertakes campaigns to inform consumers of current issues in this area. Efforts are made to alert the general public to unscrupulous business practices and misleading or false advertisements.

5. *The Provision of Information.* In Bangkok there is a wide variety of information sources, for example, television (3 channels), radio (approximately 160 stations), newspapers (in Thai, Chinese and English). Furthermore, there are the national library, a number of libraries run by the municipal-

ity schools, colleges, universities and various organizations like the American University Alumni Association, the British Council, and Srinakorn bank. In addition, there is a planetarium and science museum (under control of Nonformal Education Department) and the national museum (Fine Art Department). Exhibitions are frequently organized by industrial groups businesses, universities, and government agencies.

Current Problems

In spite of these and other programs too numerous to mention here, there are still a large number of problems to be overcome and urgent needs to be addressed. Among the most serious problems and needs are the following:

1. The most disadvantaged groups in the urban areas receive the least attention and fewest services. In Bangkok in addition to the major slum areas there are many pockets of poverty interspersed among the wealthier residential and business areas. In these latter areas there are many youth and adults who had few or no educational opportunities as children and today have little access to nonformal education programs. Housing Authority efforts on behalf of these urban are often limited to improve their physical environment through the provision of low cost housing in massive apartment complexes. But, the failure to complement these efforts with educational programming and sufficient other social services has resulted in little real improvements in the lives of the people or little true development.
2. Efforts to assist the urban poor must receive special attention. Skill or occupational training programs should include apprenticeship type arrangements so the individuals will have a chance to earn money while studying and greater if not guaranteed access to jobs upon completion of their training.
3. It is critical that educational opportunities for urban residents be expanded. To do this it will be necessary to mobilize the resources of both the government and private

sectors. For example, efforts must be made to develop volunteer cadre to help organize and conduct programs for the poor, for industrial workers utilizing nonformal educational strategies and techniques. The programs for these workers should be arranged by the companies themselves and considered a part of their workers' benefit programs. The universities, all located in urban areas, should be encouraged to play greater roles than they have in the past.

4. All programs, regardless of the specific focus or objectives, should provide people with opportunities to realize the interdependence between urban and rural life so that current attitudes which long time urban residents pressing for policies that work to the distinct disadvantage of the rural people will change. Urban residents, particularly those more well off, must be more willing to sacrifice and to reduce prevailing practices of excessive consumerism, particularly of foreign non-essential goods. Furthermore, they must be prepared to support government policies aimed at redressing the vast imbalances in the distribution of wealth. In sum, then, since the urban elites and middle classes are an integral part of all development problems, they, too, have a need for continuing education both to develop a consciousness of this fact and to determine actions they can take to overcome the problems. The universities, which do much to produce or preserve elite and middle class status, are in an ideal position to take on this task not only in their normal programs but through nonformal programs directed to alumni groups and other supporters.

5. Nonformal education efforts in the urban areas require greater coordination. At present the various agencies and private groups involved tend to work independently of each other. As a result, some groups who could benefit from such services are forgotten, while others are overwhelmed by the frequency, redundancies, and even conflicting objectives of the various programs. Closer coordination aimed at integrated efforts will not only eliminate problems of this kind. It can also result in more efficient use of state, donor group and, if

the integration in vertical (i.e., allows for participant involvement in decision-making) as well, community resources.

6. Life in the urban industrial areas often lacks the close family interpersonal ties found in the rural areas. Since social services and institutions have not developed to the point where they can effectively assume roles previously played by the family and other traditional institutions, nonformal education programs should provide people with opportunities to discuss problems they encounter and determine alternative solutions. More specifically, it should provide people with opportunities to find ways of retaining and promoting humanistic values in a context which tends to treat people as just one other component of a mechanism that has a life of its own.

Country Presentaion

The Status and Problems of Adult Education in Industrial and Urban Settings in Australia

Peter Grayson

Introduction

I have chosen, in my attempt to provide the members of this meeting with a useful and relevant description of adult education in Australia, to deal with the detail of a small part of the picture rather than the broad brush-strokes of the whole work. I choose this option because of the scale of the Austrlian setting geographically and knowing the extent of the diversity that exists in the provision of adult education from state to state in Australia. I could not do justice, on the time available, to each of the seven states even if I were able to admit to full knowledge of the various systems,

I

My talk today deals with a problem which is implicit in the title of the conference, is common to all systems of adult education provision in Australia and in all likelihood, to all countries of ASPBAE Region 3, either now or at some time before the end of the next decade. The context of this problem is rapid technological change; the issue facing adult education of educating the adult and youth population to comprehend the nature of the changes brought about by science and technology and to adapt rather than be alienated by them, whether in work or personal living. The status of these issues is contained in and by the responses of organisations to the dilemmas raised.

The basis of this paper is the supplementary submission to

Director, The Office for Continuing Education, University of Melbourne, Australia

the Committee of Enquiry into Technological Change in Australia prepared by the Australian Association of Adult Education prepared at the request of the chairman of that enquiry following an oral submission by Dr. Alan Davis and Fred Emery.

II

This national association last year prepared a manifesto to state its views on the education policies to meet Australia's future needs. In part this document stated that "Total education provision needs to be re-assessed to make the population capable of meeting today's and tomorrow's challenges which many feel threaten to overwhelm the society and them personally. ... The continuing education and training of adults is a necessary factor if citizens are to be enabled to remain or become effective and employable, to control or adapt to change, and to develop new skills, including the capacity to lead fulfilling lives when not engaged in paid employment. Continuing education is also a vital factor in ensuring that retirement years are happy, fruitful and productive." Many of these issues have already been identified by other speakers at this meeting; the one which I wish to emphasize is contained by the phrase "to control or adapt to change".

III

There are three considerations which must be dealt with. These are the importance of Adult Education in areas and times of rapid change, the institutional arrangements necessary for adult education to play its proper role in educating for technological change and the education of citizens *about* and *for* technological change so that there may be more effective and responsible voters, consumers and communities.

The faster the change in any area of skills, knowledge, technology, the less likely are formal systems of education, schools, colleges and universities, to be able to equip people

adequately for the work force or for living as productive and responsible members of society. This task must fall increasingly to adult education in its various forms or to the adults themselves as self-directed learners. Australia cannot wait for the formal education system to produce the man-power, nor afford to have large sections of its population on the employment scrapheap. As an aside there is concern in Australia that at a time when the need for adult education and training is high, resources available to and the number of providing agencies in existence is decreasing. These responses, both in work settings and education institutions, are predominantly negative and maladaptive, either from profit motivations or from the requirement to respond to the tightening financial environment.

IV

The nature of institutions is important in meeting technological change and there are a number of responses more appropriate either to or than formal education provision in such times. These various approaches need to be developed simultaneously in the education of adults of our society is to become adaptive to rapid change.

Recurrent education relates to a restructuring of the formal education system for producing a professional and technical work force away from traditional concepts toward one of alternating periods of work and education throughout one's life. This concept has major structural, funding, staffing and certification implications for educational institutions, the professors, employers and governments. There are isolated examples of recurrent education strategies being introduced in Australia, mainly as a response to dwindling enrolments statistics. The ability of educational institutions to play a useful and continuous role in this strategy will depend on the ability of teachers and administrators to stay abreast of the changes taking place.

Under circumstances of rapid and unpredictable change there

is a need for organizations to possess the ability to identify and mobilize learning resources in response to newly emergent needs wherever and whenever they occur, and to respond rapidly in watching needs with resources. This might be concluded by short courses, search conferences, seminars, direct collaboration, the formal educational system or any other appropriate strategy. Structural and financial arrangements may encourage such units to be responsive to change in the workplace and community, particularly if only the core administrative and establishment costs are securely funded.

In a time of rapid change it is in Australia's interest to have a large number of the small units outlined above based in a variety of organisational settings. The rationale is that if the future is unpredictable, then the larger the number of such units and the greater the variety of settings the higher will be the probability of finding a unit that has adapted to any set of social, technological and economic circumstances that may develop.

A fourth factor is that organisations are more likely to be able to adapt to change the broader the training and experience of their employees as it relates to the whole organisation. To achieve this, learning needs to be built into every aspect of the organisation, both learning about the technical aspects of the job and about the management of the job and its environment. Many Australian organisations have developed elaborate training schemes which include on-the-job training, in-service and external courses. Others have built learning into the fabric of their organization by encouraging groups of employees to self-manage their own work setting. In this process they learn about the management of the organization, provide their own on-the-job training, assess those learning needs that need to be met outside the work setting, and provide an understanding of the broader context within which their work is occurring, thus enhancing the capacity to understand and adopt new technologies more readily.

It is worth drawing the attention of this meeting to the extent of adult learning occurring in such environments without

the assistance of personnel classifiable as educators, adult or otherwise. More and more the technological developments, if not research, are occurring within public and private enterprises, finding the way into practice long before the way into the educational institution.

Under these circumstances, if educators are to continue to be relevant in their educational roles, they will have to develop direct collaborative relationships with those who sell, design, service, install, manufacture and use the new technology so as to assess and codify the knowledge and skills they wish to hand on to others. The long-term financial role which governments and organisations can play is to establish and find the administrative, entrepreneurial adult learning bases which are necessary to start and carry on this educational trade.

V

I want now briefly to consider the education of communities, relating this to the context of this meeting by the reference to Australia as being sometimes described as one of the most urbanised countries in the world, with between 80—90% of its population living in internationally defined urban conurbations. Two aspects of the education of communities need consideration, firstly the education of the community as the consumers of change, for example in Australia the national introduction of a bank credit card systems, serve-yourself-petrol and micro-processing systems. These are covered by the normal media information systems. Secondly, the education of citizens as voters many new technologies are introduced without a real knowledge of their social and psychological impact and without any attempt to involve the public in the decision.

There is in Australia only scant knowledge of how the public can best participate in public policy decision-making. However, there is a growing body of experience to be called on from campaigns, such as a recent one to increase public consciousness of the value of exercise and fitness, from the public discussion of the Domestic Satellite and from the infor-

mation distributed in relation to referendums and elections. There are better documented examples from other countries which are worthy of examination: New Zealand's "Educational Development Conference" and the recent Canadian "People Talking Back" program jointly sponsored by the Canadian Association of Adult Education and the Canadian Broadcasting Commission are two such examples.

Additionally, various interest groups, consumer and sectional lobbies have campaigned in the direction of resisting technological change and its resultant social impact.

II

You will understand now my earlier comment about dealing with a detail of the total picture of adult education in Australia and I hope, see some relevance in this central issue of rapid change and its impact on society, to your own industrial and urban settings. Much adult learning in these environments occurs without the intervention of teachers, administrators or other professionals and without question there will need to be some reconsideration of the role of adult educators in Australia during the next decade, when adult learning may assume a much more significant dimension in the minds of public policy leaders and interpreters.

Country Presentation

Adult Education in Hong Kong

Desmond Lee

Nature of Programmes

In Hong Kong, adult education programmes are offered by the government, public organisations, voluntary agencies and the private sectors. The majority of programmes are held in the evening on weekdays to make them available to people in full-time employment. Some institutions organise part-time day release programmes to give in-service training for industrial employees, who are normally given one day off each week for course attendance. A few day courses and week-end programmes are also offered by the Departments of Extramural Studies of the two Universities in Hong Kong, to people who can avail themselves at the appropriate times.

Although the courses offered cover an extensive range of subject areas and levels, the majority fall into six principal categories as follows:

1. *Retrieval courses*—These courses are designed to repair the deficiencies of those who have been deprived of a strong general education in the early stage of their life, particularly people that were born too early to receive the opportunity of universal primary education and junior secondary education introduced in 1971 and 1978 respectively. These programmes include primary extension courses offered by the Adult Education Section of the Government Education Department and evening secondary schools organised by public and private bodies.
2. *Technical, vocational and professional programmes*—These programmes offer education and training in various trades, vocations and professions, from craft up to full

Co-ordinator of Part-time and Extension Studies, Hong Kong Polytechnic, Kowloon, Hong Kong

professional levels. Most of these programmes are conducted by the Technical Institutes of the Education Department, voluntary agencies like YMCA and Caritas and the Polytechnic.

3. *Professional updating programmes*—These Programmes include refresher courses and short courses which are designed to bring technical and professional people abreast of new developments in their own disciplines. Such courses are mainly offered by professional institutions, post-secondary colleges, university extramural departments and public organisations like Hong Kong Productivity Centre and the Polytechnic.
4. *General interest programmes and leisure education*—These programmes encompass a wide range of activities such as yachting, cookery, dressmaking, flower arrangement, painting, calligraphy and music appreciation. Quite a number of these programmes are participated in by the more affluent members of the community and may be run as self-supporting or profit-making activities. University extramural departments, the Polytechnic, YMCA and many private enterprises (like domestic centres, cooking and sewing schools) are actively engaged in these programmes.
5. *Civic education, family life education and orientation programmes for newcomers*—These activities include religious instruction, moral education, family planning, marriage counselling and basic education for refugees. Missionary orders, community work agencies, government departments and charitable organisations are engaged in these programmes.
6. *Distance learning*—These programmes are delivered through multi media, such as television, radio, telephone systems, programmed texts, correspondences, cassette tapes and classroom tutorials. Radio Television Hong Kong broadcasts five hours of education programmes each week. Caritas offers a multi media secondary course and the Department of Extramural Studies of the Chinese

University of Hong Kong conducts quite a number of correspondence programmes.

Organisations

The organisations which offer adult education service may be grouped into the following:

1. *Government*: Adult Education Section and Technical Institutes of the Education Department
2. *Academic institution*: Departments of Extramural Studies of the two Universities, Hong Kong Polytechnic and post-secondary colleges
3. *Public organisations and professional institutes*: Hong Kong Productivity Centre, Management Association and Consumer Council
4. *Community centres, religious bodies and voluntary agencies*: Caritas, YMCA, YWCA, Confucian Academy and Family Planning Association
5. *Private evening schools, commercial schools and vocational training centres*: Evening secondary schools, secretarial and book-keeping commercial colleges
6. *Domestic centres, dressmaking and cooking schools*: Hong Kong Electric and Hong Kong and China Gas domestic centres.

In addition, some consulate offices run language courses for Hong Kong residents. The more notable ones include Alliance Française, British Council, Japanese Consulate in Hong Kong and Goethe Institute of Germany.

As regards the level of programmes, literacy courses, basic education, primary extension and secondary courses are conducted by the Adult Education Section, voluntary agencies and the private sector. Vocational programmes at craft and technical levels are offered by the Technical Institutes, voluntary agencies, the Polytechnic and private schools. Professional and academic courses at the tertiary level are organised by the Departments of Extramural Studies of the Universities, the Polytechnic, professional institutes and pri-

vate post-secondary colleges. Government departments, community work agencies and religious bodies put on civic programmes, family life education and morale and counselling courses. Leisure education, general interest courses and recreational activities are receiving greater attention. Extramural departments, the Polytechnic and voluntary organisations (like Caritas, YWCA) give instruction in photography, cookery, calligraphy, painting, music and yachting, which programmes are generally well supported by the public. Some commercial organisations and utility companies, like Hong Kong Electric and Hong Kong and China Gas, operate domestic centres which offer cooking, dressmaking and flower arrangement courses, mainly for housewives of the more affluent sectors. In the first eighteen months of operation, the domestic centres of Hong Kong Electric enrolled over 5,000 course participants and all their programmes are run on profit.

Participation and Financing

The Adult Education Section and Technical Institutes are financed directly by the Government and only a nominal fee is charged for their programmes which enrol over 60,000 students a year. The annual budget of the Adult Education Section is in the order of HK\$8 million. Extramural courses of the Universities and part-time and extension studies of the Polytechnic are subvented to different degrees by public funds. Polytechnic part-time studies take the form of evening and part-time day release courses with a combined enrollment of 20,000 students a year. These programmes cost the government around HK\$18 million in subvention and students are charged a fee of only HK\$1 per hour of instruction. However, extension courses, with an annual turnover of 7,000 participants, are strictly self-financing and fees of HK\$5 per hour or over are charged. Full-time staff and some office accommodation of the Departments of Extramural Studies of the Universities are financed by public funds, whereas extramural courses are costed at about HK\$5 per student hour to

generate incomes to cover direct expenses such as lecturers' remuneration and classroom rental. The combined annual enrolment of extramural studies at the two Universities is 40,000.

Some professional institutes (like Productivity Centre and Management Association) and voluntary agencies (like Family Planning Association) are partially subvented by public funds for their recurrent expenditure such as full-time staff salaries and office accommodation. These organisations offer courses of instruction mainly on a self-financing basis. Their contribution is relatively small in terms of numbers, with an estimate annual turnover of probably less than 10,000.

Caritas operates fourteen centres with an annual turnover of over 30,000 participants in day courses for school leavers and evening programmes for adults in vocational and general interest subjects. All premises of Caritas are owned by the Catholic church which provides accommodation free and subsidises 10% of the annual budget of HK\$4 million.

Among the private post-secondary colleges, only two or three operate extramural studies, with Hong Kong Baptist College making the largest contribution of 6,000 enrolments each year. Voluntary agencies like YMCA, YWCA also put on vocational and recreational courses in the form of membership activities. All those programmes are completely financed through fee incomes.

The more affluent sectors of the community also make use of adult education services, particularly life enrichment and leisure programmes offered by domestic centres of utility companies and private cooking and dressmaking schools.

School leavers completing secondary education in Hong Kong exceed 100,000 a year. As the majority of students graduate from grammar schools, they would like to receive some special training in commercial subjects for employment in an office. A large number of commercial schools are therefore established in the private sector to offer courses in book-keeping, type-writing, shorthand and commercial practice for school leavers and junior office workers. The majority of these commercial

schools are able to operate on profit. It is difficult to estimate the enrolment of commercial schools owing to lack of official statistics. A reasonable projection will be over 100,000 a year.

The predominant majority of courses are delivered through traditional classroom instruction. The Chinese University offers some correspondence programmes in extramural courses and Caritas runs a multi-media secondary school course, using correspondence, cassette tapes, telephone enquiry system and classroom tutorials. Radio Television Hong Kong broadcasts five hours of education programmes each week.

The information on enrolment and financing of adult education activities in Hong Kong may be summarised as follows:

Organisation	Nature of Activity	Annual Enrolment	Source of Finance
Adult Education Section and Technical Institutes	Literacy, basic education, general education, primary extension, teacher training, vocational and technical courses.	70,000	Mainly by Government (only nominal fees are collected).
Polytechnic	Technical and professional courses (part-time)	20,000	Subvented by Government
	Extension studies	7,000	Fees income
Extramural Departments of University of Hong Kong and Chinese University of Hong Kong	Academic and professional courses, general interest programmes.	40,000	Mainly fees income (full-time salaries are subvented).
Public organisations professional institutes and some voluntary agencies	Professional updating courses, family life education, moral and civic education	10,000	Mainly fees income (partial subvention for recurrent expenditure)
Caritas	Vocational and general education, life enrichment programmes	30,000	90% fees income, 10% church subsidy, free premises
Private post-secondary colleges	Academic and life enrichment programmes	around 10,000	Fees income
Voluntary agencies and domestic centres	Life enrichment programmes and recreational courses	around 20,000	Fees income
Private organisations and commercial schools	Commercial courses, vocational programmes, cooking, dressmaking and flower arrangement	around 100,000	Fees income

Radio Television Hong Kong, Caritas and Chinese University Extramural	Correspondence and broadcast programmes	around 10,000	Mainly fees income, except Radio Television Hong Kong which is a Government station.
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According to the above summary, the total annual participation in adult education courses is in the order of 1/3 million enrolments. Within this number, about 1/5 are financed direct by government and 1/15 at the Polytechnic subvented by public funds to about 70% of the cost. Apart from these, only about 50,000 or 1/6 of total enrolments (in University extramural studies and professional institutes) receive indirect partial subvention from public funds in the form of recurrent expenditure of the parent establishment. The remainder, which constitute more than half of the total enrolments, are financed entirely by private sectors and through fees income.

An estimate of public funds directed towards adult education is as follows:

1. Adult Education Section and Technical Institutes	HK\$12 million
2. Polytechnic part-time studies	HK\$18 million
3. University extramural studies and public organisations	HK\$ 6 million

Total: HK\$36 million

In Hong Kong the annual public expenditure is HK\$11,000 million of which about 1/5 is budgeted for education. The amount of public funds directed towards adult education represents 1/300 of 'national' expenditure and about 1/60 of the education budget, which is far below the standard recommended by UNESCO in the Tokyo Conference of 1972 (1% of national expenditure or 5% of education budget),

Last October, the Government published a White Paper on Senior Secondary and Tertiary Education on policies for development in the next decade. Chapter 7 of the Paper set out preliminary guidelines of a proposed scheme of subvention for retrieval courses offered at non-profit-making voluntary organisations on a project basis. The Hong Kong Association for

Continuing Education has engaged in continuous informal dialogue with the Education Department on this subject. It is expected that the initial stage of the scheme will be realised in the next fiscal year commencing April 1980. However, the guidelines are considered restrictive and the additional amount of public funds directed towards adult education is envisaged to be small. (A copy of the relevant sections of the White Paper is attached).

Threats and Opportunities

1. *Apathetic attitude of Government*: It can be seen from the previous paragraphs that the Government is offering adult courses to only about 1/5 of the clientele. More than one half of the participants are enrolled in the private sector in which courses are financed entirely by fees income. The Government is not willing to give subvention to adult courses except retrieval programmes offered by non-profit-making organisations to satisfy the needs of those who do not have a strong formal education.
2. *High fees and shortage of premises*: The fees of adult courses are generally high. For instance, University extramural programmes which are costed to cover only direct expenses (e.g. accommodation and lecturer's remuneration) are charged at US\$1 per hour. Adult courses must be offered at convenient locations where classroom rentals in commercial complexes may go up to HK\$5 to HK\$5 or HK\$10 per sq. ft. per month.
3. *Shortage of personnel*: There is an acute shortage of professional adult educators. Neither the Universities nor the Colleges of Education offer any training for adult teachers. The Education Department and some other organisations have sponsored a few individual employees for overseas training at very high costs.
4. *Lack of co-ordination*: Prior to the formation of the Hong Kong Association for Continuing Education, there was no

co-ordinating body for adult education services in Hong Kong. Overall co-ordination was sadly neglected at levels of planning, monitoring, evaluation and control. The Association is trying to open a dialogue with Government on the possibility of forming an advisory board on adult education.

5. *High standard of living*: Many people, particularly young couples, have to earn additional income through part-time jobs and are left with little time for course attendance.
6. *Chinese tradition*: The Chinese people have a traditional inclination towards education and academic work.
7. *Environmental factors*: Hong Kong is a compact city and travel from home to classroom is convenient under normal circumstances. There is not much room for outdoor activities and adult education programmes will present a popular form of social interaction.
8. *Economic factor*: The economy of Hong Kong is built up by her people, who require constant updating and retraining for acquisition of new technology and production methods.
9. *Demographic factor*: The Hong Kong population consists of a predominant proportion of young people with much more inclination for course attendance than old folks.
10. *Competitive situation*: Life in Hong Kong is highly competitive and people have a strong tendency towards acquisition of educational qualification.

Country Presentation

Status and Problems of Adult Education in an Urban and Industrial Context in Japan

**Kazufusa Moro-Oka
Makoto Yamaguchi***

General Problems in Present-day Japan

The latter half of this century has been the period of the greatest changes that Japan has ever experienced, and they have eventually brought about many effects upon the educational enterprises. The most remarkable changes that took place during the last decade and their consequences may be listed as follows:

1. Scientific and technological innovation
 - a) changes in industrial structure
 - requires re-education and retraining
 - b) short-time effectiveness of skills and knowledge
 - demands continuing refresher courses
2. Progress of industrialisation
 - a) gathering of people into urban industrialised centres
 - problems of over-population and difficult living conditions in big cities on the one hand and sparse population in rural areas on the other
 - b) destruction of the environment and pollution of air, water and foodstuffs
 - leads to the study of and movement against such severe problems
 - c) expansion of automation and monotonous labour
 - necessitates an effort to recapture humanity
 - d) expansion of mass production
 - forces mass consumption upon people

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3. Urbanisation of ways of life

- a) higher standards of living and education
 - lead to stronger desires for accessibility to higher cultural pursuits
- b) increasing contacts with heterogeneous patterns of life
 - cause psychological tension and conflicts
- c) expansion of mass consumption and fashions
 - requires people's selective ability

4. Prolongation of average life span

- a) expansion of free time or leisure
 - requires the ability to make good use of leisure
- b) transition into the aged society
 - needs special consideration for the aged in terms of social roles they have to play

5. Decrease in birth rate

- a) increase of the "nuclear family" and small number of children in a family
 - causes a lack of mutual training among the family members
- b) shortage of young labour force
 - causes an easy job transition among young workers

6. Expansion of mass communication media and means of transport

- a) overflow of information
 - leads to the decrease in values of information
 - requires the ability to select valid information
- b) increase of international contacts
 - requires the ability to communicate with people in different countries and to see things from an international viewpoint.

With these extreme changes, people became faced with various new problems of life and developed demands for lifelong learning.

The Japanese people began to feel that the personal equipment gained in formal schooling is not sufficient to cope with such divergent problems, and a rethinking of education became an ever-increasing necessity. It was just in those days—in the

later part of the 1960s that the idea of life-long education was introduced in Japan. The idea has ever since gradually gained popularity not only among those concerned with education but also leading personnel in business and industries.

Social Education Provisions

In accordance with the recommendation of the above said report "social education in rapidly changing society" in 1971, Ministry of Education, Science and Culture has undertaken information service project for lifelong education since 1976 and project of utilization of aged people's knowledge and experience since 1978.

In order to provide educational opportunity throughout one's life, the following types of education are organized by local educational authorities (prefectural and municipal boards of education)

- Parents' education classes
- Counselling project on infant care
- Youth study classes
- Women's study classes
- Adult universities
- Classes for elderly
- University extension courses
- Miscellaneous schools and special training schools
- Educational broadcasting and television
- Education by correspondence

Note: Adult universities and classes for the elderly were newly opened as the result of the recent social changes of post industrialization.

1. Parents' Education Classes

Social education in Japan deals with the entire educational provision other than school education; i.e. pre-school as well as postschool education are included under this term. Education for infants, however, is obviously the parents' responsibility, so social education does not have a direct effect on them but

rather an indirect one through the education of the parents.

Education in the home has usually been considered a private matter in which only the parents are concerned. This may be acceptable when society is static, but as we live in a rapidly changing society the need to learn about parenthood is felt, especially by many young parents, for the following main reasons:

- i) due to the gradual replacement of the extended by the nuclear family, it has become difficult for young parents to learn from the older members of the family;
- ii) since today's children are greatly influenced by the rapid progress of urbanization, industrialization, etc., parents must now acquire an understanding of the possible consequences these changes may have upon their children's daily lives.

In order to cope with these problems and respond to the Social Education Council's recommendation of 1962, parent's education classes came into being, and later, in 1964, a state subsidy was made available for their operation. These classes were gradually expanded by the local education authorities as the countries came to recognise the necessity for such facilities. This was largely in response to initiatives shown at national level and to regional study meetings that were held on this issue.

2. Counselling Project on Infant Care

This project, with a newly devised multi-media approach to some extent similar to the British Open University, is designed to increase learning opportunities in the home. According to a public opinion poll taken by the Prime Minister's Office in 1970, there are 16,070,000 households with children under the age of 18. Eight million, six hundred and eighty thousand (34 per cent) of mothers in these households have expressed some interest in participating in classes on infant care, but the number who actually attended them was no more than 770,000, less than 10 per cent of those who had shown an interest. It is easy enough to understand how difficult it can be for such

parents with children physically to attend classes, so, as an alternative, they are being given various opportunities to learn in their homes. The following multi-media approaches are employed:

- a) postcards and other printed materials are mailed to parents, conveying useful information about education in the home;
- b) a team of experts (doctors, child psychologists, etc.) is sent to a previously specified location within the designated prefecture to provide a counselling service for parents with child care problems;
- c) parents are given guidance in child care by means of television programmes commissioned from a commercial company with coverage of the entire prefecture. This is broadcast under the following conditions:
 - i) the content of the programme must be designed to answer the questions that were most frequently addressed either to the team of counsellors or to the committee in charge of mailed information;
 - ii) each programme must be longer than 15 minutes, with a total of 26 or more showings occupying at least B-time, and all showing must be in colour.

This project, which was initiated in 1972-73, was adopted by 12 prefectures during the first year, by 30 prefectures during 1973-74, and by 38 prefectures this year. Its average annual cost is 27,500,000 yen per prefecture, half of the expenses being covered by a state subsidy. The Ministry of Education paid 110 million yen in 1972-73, 412 million yen in 1973-74 and 584 million during 1974.

According to information collected in 1973-74, 24 prefectures directed the parental learning process towards parents of children 3 years old; the remaining 6 prefectures focused on parents of two-year-old children, bringing the total number involved in the project to 560,000. Postcards and printed materials were mailed to all participating parents on an average of 10 times a year, while each prefectural board of education received on average 5 return postcards asking questions related

to the materials. The teams providing counselling services were sent out on an average of 15 times annually and gave advice to an average of 50 individuals each time in each prefecture.

Among the television programmes broadcast were such shows as "The World of 3 year old children", "Mama's dairy of rearing children", "Hello, 3 year olds", "Rosy Cheeks" and "I am two years old".

3. Youth Study Classes (*Seinen Gakkyu*)

Youth study classes are organized by the city, town or village authorities for young workers with a view to furnish them with the knowledge and technique necessary for their occupation and the household affairs as well as to elevate the standard of their intellectual and cultural life. With a view to promote these provisions, the Law for Promotion of Youth Study Class was enacted in 1953.

More than 30 students take a class for some 100 hours of lessons a year, under the leadership of social education officers, school teachers, learned persons, and others. Most of the classes are provided in the weekday evenings or in the daytime on Sundays and holidays, at primary or secondary school buildings, Kominkan, or other available places. In 1971 there were 5,195 such classes organized with 203,759 attendants. 30% of all attendants were engaged in agriculture and fishing, 25.5% in industry, 32.6% in commerce.

There are Schools for Working Youth (*Kinrō Seinen Gakkō*) and Youth Study Circles (*Seinen Kyōshitsu*) organized for the same purpose but primarily for the benefit of younger adolescents.

4. Women's Study Classes

In a highly industrialised and transforming society, where women are expected to play a even more complex and diversified role as homemakers, mothers, workers and citizens, what they have to learn in order to perform their roles varies considerably. As mothers they ought to develop home management skills to cope with changes in ways of life and expendi-

ture and those skills necessary to become a qualified educator at home to keep pace with the growing importance of this aspect of family life. The levelling up of the educational standards of women, the increase in their leisure time, the extension of their life span, and the requirements of an industrialised society make opportunities for vocational education for women necessary to allow also for their entry into the labour market. Finally, women also need learning opportunities for civic and volunteer activities and the promotion of education, culture and welfare in the community. In accordance with the expanded needs of women's learning, women's education has achieved an important status in the field of social education. One of the outstanding provisions here is the Women's Study Classes which for the first time received a state grant in 1956. There were 34,418 such classes held in 1977 with the participation of 1,430,000 women, 66.6 per cent being provided by local boards of education and 23.9 per cent by the women's organisations themselves. By far the greater number of these classes are held in the agricultural and rural areas, and consequently the participation of farming wives is predominant. However, with the recent trend towards urbanisation, the need for establishing similar facilities in the cities has been accentuated and a growing number of courses is currently being organised in the housing complexes and workshops in and around metropolitan areas. An average class is usually composed of 40-60 women, work hours ranging from 20 to 60 hours per course. The most active participation comes from the age bracket 30-50 years and this accounts for 70 per cent of the total. Some of the topics that have proved to be of particular interest to women are: household affairs and family life, consumer knowledge, child care and education, civic matters, vocational education, health and safety. In addition, public and private educational agencies provide "Classes for Better Living" aimed at modernising the living conditions of farming people, "Mothers' Classes" for maternal health and child care, "New Life Schools" for consumer know-how, and the broadcast "Citizens' Course".

5. *Adult Universities*

Urbanization of one's way of life leads to a stronger demand for accessibility to higher cultural pursuits. To meet the demand, adult universities are opened by local educational authorities in cooperation with universities, libraries, museums, laboratories, research institutes and etc. The subjects of studies are in wide variety, which include technical subjects, contemporary social problems, family life, and culture in general. In 1978, 586 universities were opened.

6. *Classes for the Elderly*

The percentage of aged people in the total population has been increasing. During the decade 1970-1980 the rate of increase in the Japanese population was estimated at less than 12 per cent. Compared with this, the youth population (age 15-29) showed a 14 per cent decrease, the middle-aged population (30-44) 16 per cent, and the population of the older people (age 45-59) a higher increase still of 37 per cent. To cope with such new circumstances in the 1970s, it is necessary to provide the older people with the opportunity for study. After a two-year trial period, a class for the elderly is now provided for with public funds. It is designed at improving their social ability according to their age and at encouraging them to participate in study activities.

The conditions for such classes are as follows:

- participants; people over 65
- hours of study in a year; 36
- place; public halls, school buildings, etc.
- cost of running one class; 210,000 yen per annum.

On opening a class for aged people, consideration must be given to the real conditions of their lives, their study ability and their individual interests. It is desirable, therefore, that participants form their own steering committee, which plans and even manages their own classes in cooperation with the aged people's clubs, PTA, schools, and the administrative bodies. The content of the study may be designed with the

following purposes:

- to understand social changes
- to understand the younger generation
- to keep their health
- to enrich their hobbies and education
- to participate in social services
- to improve their social ability.

As for study methods, they comprise lectures, discussions, group activities, outdoor activities, observations, workshop, and use of all sorts of audio-visual aids such as television, radio, films, etc.

In 1973—74, 1,662 such classes were organised in 1,271 cities, towns and villages, which means that about 40 per cent of all cities, towns and villages in this country organised a class for aged people. (In detail, 60 per cent of cities, 40 per cent of towns, and 20 per cent of villages.) The number of participants was about 150,000 which is about 1.8 per cent of all people over 65. Classified by sex, there were about 80,000 men (55 per cent) and some 70,000 women (45 per cent). By age, people in their seventies account for 46 per cent of all participants, followed by those in their sixties and in their eighties. There are about 30 people over 90.

The average number of participants in one class is 89. Classes of 50 to 60 members account for 29 per cent, while those having more than 100 participants account for 24 per cent. Days of study in a year are mostly 10 to 20 (72 per cent) and hours of study are 36 to 50 per year (70 per cent), although there are approximately 155 classes that have more than 70 lessons. The class is usually organised on the basis of 36 hours a year, but there are many classes with far more, which shows that aged people have a great and active desire for learning.

7. University Extension Courses

In complying with the present-day demands for higher education among adults, increasing number of extension courses are offered by universities and junior colleges. Some courses

are provided by the universities themselves with the financial support from the Ministry of Education, and others at the requests of firms and organizations. The themes of studies range widely, including technical subjects, contemporary social problems, topics concerned with family life and its techniques, and cultural subjects in general.

In 1977, 559 of these courses were extended by 63 public junior colleges and universities, at which 54,363 attended.

8. Special Training Schools and Miscellaneous Schools

The special training schools give various kinds of practical instructions outside of the formal school system started in 1976 as vocational and professional educational institutions, they provide a wide variety of courses, for example, in the household affairs such as dress-making of both western and Japanese style, cooking, etc., in the vocational training in connection with radio-TV apparatus, commerce, typewriting, book-keeping, beauty art, nursing, etc., and in the artistic topics like tea-ceremony, flower-arrangement, music, etc.

In 1979, there were 2,385 special training school attended by 410,930 students and 5,503 miscellaneous schools attended by 771,789 students.

9. Educational Broadcasting and Television

In Japan at present there are 103 privately owned broadcasting companies and one publicly supported company (NHK) which has 73 regional stations. According to NHK's 1970 survey on people's time consumption in everyday life, the average Japanese watches television for 3 hours a day. This gives it a high potential for passing educational information. NHK's 1968 survey on people's intention of learning shows that 60 per cent of the answers mention television and radio as a means of learning, giving as some of the reasons for this "easily accessible", "trustworthy content" and "highly qualified lectures". This confirms the suitability of broadcasting as a communication medium and hence a means of distributing information.

NHK has put continuous effort into the educational use of

broadcasting, and produces many types of educational as well as cultural programmes. Commercial broadcasting companies also transmit numerous educational and cultural programmes which together account for more than 30 per cent of total broadcasting hours.

The Commercial Broadcasters' Educational Association (32 companies are affiliated) has been attempting to improve these programmes, with special concern for their educational potential. Additionally there are many general programmes that perform an educational function besides those specifically advertised as such. The number of programmes contributing to social education each week is 60 for NHK television (125 hours per week), and 32 for NHK radio (89 hours per week). An average of 20 such programmes per week are offered by commercial television companies. Broadcast and television receivers are reasonably accessible to all families so individual learning by these means is possible right across the country. However, to secure a high rate of audience participation, it is clearly necessary to publish advance information about the programmes. For this purpose, NHK distributes to the general public a pamphlet entitled "Your Dial" and the Commercial Broadcasters' Educational Association publishes a guidebook on "Through the Eyes of Parents and Children". NHK also publishes a "hand book on Social Education Programmes" (Vol 1, 1972) a small booklet that has enabled social education officers and leaders in this field to become thoroughly familiar with the programmes that can be used in conjunction with their guidance activities.

Among the types of education made possible by the broadcasting media, seminars have become popular during the last few years. The "broadcast-seminar" affords the advantages of both individual and group learning. People can appreciate educational programmes at home and can then write to or call a tutor or adviser to ask about various details. Additionally, local education authorities can hold intensive study meetings for television or radio learners with the assistance of the broadcasting companies. This may greatly encourage the individual learner in his efforts.

As already observed, broadcasts are potentially a highly effective educational tool partly because they can be a part of a multi-media approach. Related information may be disseminated through magazines, newspapers, bulletins and so forth. Hence, people can not only listen to broadcasts; they may also be stimulated to participate in correspondence courses using printed material, or to consult a qualified counsellor.

Despite the amount of information that may be made available it is extremely difficult to evaluate the educational effectiveness of broadcasts and/or related media. A current problem under consideration is therefore how to devise an instrument for valid measurement of the actual learning taking place.

10. *Education by Correspondence*

There are two large categories in what we call correspondence education: school correspondence education and social correspondence education. The former is designed as a formal course in universities and colleges, and the latter is provided mainly by corporate bodies, non-profit private bodies and enterprises, to which the Ministry of Education gives recognition, assistance and guidance. Since September 1973, 42 organisations have been providing such recognised social education programmes. There are 52 clerical courses, 75 technical and 35 cultural courses. The total number of students is some 500,000 and the ratio of men to women is 6:4.

By publishing about 300,000 copies of a Guidebook on Social Correspondence Courses every year for distribution to all LEAs, the Ministry of Education is encouraging people to enroll in these courses. Since 1952, a special grant has been provided for organising study groups of students who are learning in this way.

Facilities for Promoting Adult Education

1. *Kōminkan (Citizen's Public Halls)*

The Kōminkan is one of the most important facilities for

social education, which was first established after the World War II. Most of the Kōminkans are run by local public bodies and in rare case by judicial persons.

They take active part in stimulating educational and cultural activities of the locality as community centers or adult education centers. The services of Kōminkan include the openings of single lectures, demonstrations, art exhibitions, film shows, athletic meetings, and also regular courses such as youth study classes, women's classes and courses, parent education courses, etc.

As of 1975, there are nearly 15,752 Kōminkans throughout the country.

2. *Shonen-Shizen-no Ie (Children's Nature Centres)*

Children's Nature Centres are educational institutions with boarding accommodations located in selected natural environments. Their purpose is to foster the sound mental and physical growth of children giving them a chance to make nature a friend, fostering a spirit of discipline, cooperation, friendship, and service, through group study and training. Three national and 116 local centres were initiated as of 1977.

3. *Seinen-no Ie (Youth Houses)*

Youth houses are educational institutions with boarding accommodations established to give young people chances for group activities and to foster cooperative spirit and discipline as well as group study and training. Thirteen national and 451 local public youth houses have been built nationwide as of 1978.

4. *Women's Education Centres*

In addition to the National Women's Education Centre, 107 public and private women's education centres are also operated. Seven of these centres have been established by nationwide organizations, 59 by prefectural and municipal organizations and 41 by local organizations.

57 centres are public institutions and another 50 are private. Public women's education centres offer various kinds of train-

ing, exchanges and information services, whereas private centres offer activities for women's groups and function as activity centres for women's organizations.

5. National Women's Education Centre

The National Women's Education Centre is an institution for nonformal education founded in 1977. Its purpose is to promote women's education through the practical training of leaders in women's education as well as to conduct specialized research in the women's education field.

The centre provides a place for study and encourages women's continued voluntary study. It also provides a place for exchange among those concerned with women's education, both inside and outside Japan, and collects and distributes information concerning women's education.

To accommodate the functions of women's education, an auditorium, and international council house, a miscellaneous study-meeting house, a library, a gymnasium, a swimming pool, a nursery and dormitory for 350 people are available on the 140,000-square meter site.

6. Libraries and Museums

Some 1,036 public libraries and 409 national, public and private museums serve the nation as of 1975. These facilities encourage people to develop sound reading habits, form reading groups or study local history or art.

Of the audio-visual libraries established to encourage local citizens to utilize audio-visual materials and teaching aids in their study, 60 are prefectural and 547 are municipal.

Administrative measures

After the end of the 2nd World War, all systems, political, social, economical and educational, were drastically reformed on the principle of democracy. The Fundamental Law of Education was enacted in 1947, aiming to rear self-reliant citizens of a peaceful and democratic state, and securing the equality

in educational opportunity for all in keeping with their abilities. And the Law emphasized to encourage social education, calling on state and local authorities to establish such institutions as libraries, museums and citizen's public halls. On the basis of Fundamental Law of Education, Social Education Law was enacted in 1949, prescribing the functions of the State and local public bodies with regard to social education. The Article III says:

"The State and local public bodies shall assist in maintaining a congenial environment in which it is possible for individual citizens to engage at sundry times and places in cultural and educational activities which will assist them in daily living by providing various kinds of facilities, sponsoring meetings, and making available information materials necessary for social education in accordance with the prescriptions of this Law and other laws and regulations."

Ever since, the State and local public bodies have been making every possible effort for the development of social education. And the related laws were successively formulated, that is, Library Law in 1950, Museum Law in 1951, Youth Study Classes Promotion Law in 1953, and Sports Promotion Law in 1951 (revised in 1970). It is noteworthy that with the amendment of Social Education Law in 1959, subsidies of the State and local bodies became available to voluntary organizations for their independent and responsible activities, which had been prohibited before to avoid the governmental control over voluntary organizations.

In 1968, the Social Education Council was requested to submit a report on "What social education should be like to cope with the rapid change in social structure." The main themes the Council was inquired to examine were: (1) Role of social education in the society where rapid changes are taking place caused by urbanization, technical innovation, etc., (2) Problems in the present states of social education, and (3) Measures to be taken hereafter for the promotion of social education.

It was in April 1971 that the Social Education Council submitted the report to the Minister of Education after almost three

years of examination on these themes. In June 1971, two months later than that, the Central Council for Education also submitted to the Minister the recommendations on 'the fundamental policies for the over-all expansion and improvement of school education in future.'

One of the characteristics of these two reports is the recommendation of the establishment of a life-long education system, with the clarification of the roles of education in the home, school education, and social education. The Social Education Council Report also recommended that there should be a distinction between social education programs and administration of social education and that the State, prefectural and municipal authorities should make clear their own role in carrying out their administrative measures.

The following are some of those administrative measures undertaken both by statutory bodies and non-governmental organisations.

1. Information Service Project for Lifelong Education

In promoting learning activities among the adult population, it seems necessary to satisfy three conditions. These consultation services are limited to rather specific fields, and the information offered is not very comprehensive. Along with the acceptance of the idea of lifelong education, the necessity for more comprehensive and integrated information services has been realized among those concerned with adult education.

A new venture to provide a comprehensive consultation service was started in 1976 and entitled Information Service Project for Lifelong Education. It is supported by state subsidy. This project is provided by the prefectural boards of education and aims at encouraging people to participate in learning activities throughout their lives. By issuing guide-books or newsletters at least four times a year and by using television spot announcements at least twenty-six times a year, it provides the general public with information concerning how to join in learning activities, how to make use of educational institutions, and how to become a member of any

organization. Each announcement should be more than fifteen seconds long.

It is recommended that the prefectural board of education set up a special consultative committee in which the members shall be persons of learning and experience or shall represent the local boards of education, school and social education institutions and voluntary organizations, in order to carry out the project more effectively.

During the first year (1976-77), ten prefectures implemented this project, and the results were so favorable that about twenty prefectures have applied to participate in the year 1977-78. This program attracted people who had never participated in adult education. The providing bodies, governmental as well as non-governmental, are now setting up more learning opportunities to meet the newly cultivated demands of those people. This experience demonstrates that, when information and consultation services in lifelong education are provided, preparation must also be made to increase availability and accessibility.

2. Project of Utilizing of Aged People's Knowledge and Experience

In order to help the aged to lead a life worth living to use the knowledge and experience that they have acquired in various fields of social education, a project was started in 1978.

Under the project, (1) those who are more than 60 years of age who have rich knowledge and techniques are recruited, (2) they are trained in the knowledge which are required for them to serve as lecturer, advisor or consultant to learning activities at various classes and courses and also to the activities of the organization for children, youth and women, and (3) they are registered with the local educational authorities.

As of 1978, 187 prefectural and municipal boards of education had this project. In recruitment of the aged, local educational authorities call upon the representatives of various institutions and organizations and experts in the fields of social

education to co-operate in establishing a system which those aged people will be able to participate actively in the project.

3. Skill Examinations

With the aim of encouraging people in individual studies and practice of skills, the Minister of Education authorizes the examinations of knowledge and skills, such as business English, short-hand, sewing, Kana-typewriting, tracing, lettering, etc. The organizations which undertake these examinations are all juridical persons. About 1.04 million people applied for these examinations in 1975.

4. Production, Supply, and Selection of Educational Films

Educational films for both social education and school education are all produced by the private film producers, 325 is the number of films produced in 1970 for the use of social education. Educational films deal with a wide range of subjects. The following show the contents of educational films produced in the past five years.

General education and culture	42.5%
Sports and recreation	3.9%
Education in the home, and family life	25.7
Professional and technical education	6.4
Education for citizenship	15.3
Cultivation of international views	1.2
Methods of social education	4.6

These educational films are made by private film producers, and the producers are apt to have a little interest in the films which are not commercially practicable even though they have great demands among people. To solve such a problem, the Ministry of Education requests the private producers to make educational films on some specific subjects and buy them to distribute to the prefectural bodies. In 1978 the Ministry of Education is to request the production of 44 such educational films.

The Ministry of Education also has an inspection system of educational films, slides, picture-story shows, with the aim

of improving their quality and promoting the wide use of them among study groups. Certain number of films are selected as 'recommended' films or 'specially recommended' ones, and the results are publicized monthly and annually. 137 such films were 'specially recommended' in 1978.

5. Educational Activities for Buraku People

Although there is no such racial conflict in Japan as in the United States and South Africa, there still exist outcast communities, *Mikaiho Buraku*, which are said to have been established in the Tokugawa feudal age to put a group of people under the normal four classes: warriors, farmers, artisans, and tradesmen. Most of the people in the *Buraku* communities are with a few exceptional cases, still left with the lowest economic, social, and cultural conditions. According to the statistics made public in 1963 by the Ministry of Education, there were 4,160 such communities in the country with a total number of 1,113,043 people. While they have a long history of their emancipation movement themselves, many positive measures have been undertaken, particularly in the last few years, on the basis of the report presented by the *Buraku* Problem Council in 1965. According to the Law enacted in 1975, efforts have been made to improve their economic, social, and cultural conditions by establishing community centers, organizing community meetings, stimulating various circles, training leaders, conducting research, and so on. The people in general, however, are more and more interested in educational activities which propagate the meaninglessness of the historical establishment of the *Buraku* and of the prejudices against the *Buraku* people.

6. Japan Society for Social Education (*Nihon Shakai Kyoiku Gakkai*)

In 1954, a society for the study of social education was founded by a group of people such as academic researchers at universities, staff of local education authorities, and voluntary organization leaders. The members are now about 400, and

they hold study meetings twice a year, in June at the local level and in October at the national level. They also publish a journal and a year-book. In the last fifteen years they published a year book under the following titles:

Changes in rural communities and young people's learning activities. ('64)

Movements for the promotion of reading habits. ('65)

Local self-governments and people's learning activities. ('66)

Kominkan—in theory and in practice. ('67)

Women's learning activities. ('68)

Universities and adult education. ('69)

PTA—in theory and in practice. ('70)

Urbanization and social education. ('71)

Perspectives on workers' education. ('72)

Enactment of Social Education Law and its consequences. ('73)

Methods of Social Education ('74)

Social Education Personnel ('75)

International Trends on the right of access to Adult Education ('76)

Community and Social Education ('77)

Out-of-School Education ('78)

Social Education Personnel

1. *National subsidy for social education officers*

The system for social education is not yet as well established as that for school education, and the most urgent task for public bodies is to recruit and strengthen staff members who are responsible for its promotion and improvement. Under the Social Education Law of 1947, which recognised the necessity for qualified staff, every local education authority with jurisdiction over a population of more than 10,000 was required to have one or more social education officers. The Law states that "the Social Education Officers shall give professional and technical advice and guidance to those who are engaged in

social education". However, it also states that they shall not have control over local social education activities.

Despite this last clause in the Law, the Social Education Council Report of 1971 suggested that their duties be as follows:

- to know the inhabitants' educational needs and demands;
- to stimulate their willingness to learn;
- to organise their study activities;
- to provide them with the necessary information and facilities to improve their learning activities;
- to find, train and make good use of leaders.

In other words, they should be equipped to play an important role as planners of the environment for social education as well as promoters of all types of social educational activities in their regions. While, however, one might well say that social education officers should be the driving force behind the development of social education in Japan, in reality their number and qualifications are far from adequate. It has proved difficult to find competent people who are interested in these positions. This may well be partly because the specialised nature of the responsibilities of the social education officers has not been clearly defined, and partly because the working conditions necessary to attract competent personnel are not provided (for example, their status as well as their salaries are much lower than those of school teachers). Also there are few chances for promotion as they are all appointed by municipal authorities who have only a limited personnel establishment for such work. This shortage of social education officers is apparent at all levels of community life. As a measure to solve the problem, prefectural authorities have been sending their own social education officials, who are well qualified, into the cities, towns and villages within their regions paying half their salaries with the national government subsidising the other half. Since the fiscal year 1974-75, the Ministry of Education has appropriated the necessary funds for 750 social education officers (1,890,000 yen per year per officer).

National support for social education officers did not mater-

ialise until some years after the national treasury began to subsidise half the salaries of teachers in compulsory education. In 1974 the first step was taken to establish a system in which the national government as well as the municipal bodies is responsible for improving social educational environments—not only for children but also for adults throughout their life.

Social education officers are currently qualified either by the completion of a prescribed course at a university or the completion of a two-month special training course following graduation, the latter being provided by various universities and other educational institutions at the request of the Director of Education. Unfortunately, however, no basic-career structure has yet been defined well enough to make the job particularly attractive as a life work. The prefectural social education officers encounter most of their problems in dealing with officials working for other social education facilities such as citizens' public halls, youth houses, and the like, whose number has been steadily increasing.

2. Social Education Leaders (*Part-time Officers*)

Because social education is based upon the individual's interest in learning, it has been difficult to maintain a sufficient number of full-time experts even for temporary and informal study activities. For this reason it has been found desirable to form groups of experts, on a part-time basis, who are available upon request. While, therefore, the full-time social education officers are responsible for the development of a learning environment, these part-time leaders are expected to take a principal part in private or informal group studies. This arrangement has contributed to an improvement in the system and most of the social education officers now play a part in both phases of social education. The new system was set up in 1972, each of the national, prefectural and municipal authorities being expected to bear one-third of the cost of these part-time leaders. During the first year of this plan, expenses for employing 1,000 of them were budgeted and during the second year (1973—74) 2,500 leaders were budgeted. They

have been paid 36,000 yen for their three-day working week during the first two years, but from the fiscal year 1974—75 this is to be increased to 42,000 yen for the same period.

Country Presentation

The Role of Adult Education in Industrial Development in Singapore

Lim Hoy Pick

Background

1. For nearly 150 years Singapore depended entirely on the entrepot trade and commerce for its prosperity. When Singapore attained self-rule in 1959, the political leaders realised that the survival of Singapore could no longer depend on entrepot trade because the neighbouring countries, particularly Indonesia and Malaysia, had begun developing their own sea ports and other facilities for direct trade. Therefore, in 1961, an Economic Development Board was established to formulate and implement an ambitious industrialisation programme. By 1965 when Singapore became an independent nation, the promotion of industrialisation was further intensified.

2. At that time, mass unemployment was not only a serious economic problem but also a source of political tension and instability in Singapore. Hence labour-intensive industries were encouraged and actively promoted. However, by 1970, as the problem of unemployment was solved, Singapore began a new phase of industrial development, emphasising higher technology and skills.

Second Industrial Revolution

3. More recently the government has also urged manufacturers to diversify their manufacture and export higher value-added products. New labour policies have been introduced in an attempt to phase out labour-intensive industries and attract

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capital-intensive ones. But the rapid expansion of industries coupled with shortage of labour has resulted in an increasing dependence on foreign guest workers. It was reported that in 1978 alone, 23,000 guest workers were recruited by industries. If the influx of guest workers continues, Singapore will have about 360,000 of them by 1990. This is undesirable and will pose serious social and political problems for Singapore which is already overcrowded.

4. Today Singapore is preparing a new 10-year plan to re-shape its economy. According to a forecast made in 1972, the Singapore economic development in the 1980s will in real terms reach the level of Britain's in the early 1970s. This will mark the beginning of a second industrial revolution in Singapore. Therefore, in June this year the National Wages Council recommended that Singapore should restructure its economy to a higher technological level through high productivity and better wages. The NWC pointed out that if Singapore was to survive in a harshly competitive world, the skill and technology content of manufactured products and services, and the standards of job performance must constantly be raised to higher levels than those of other competing countries, both in Asian region and elsewhere.

5. For the financial year beginning July 1979, it recommended a very substantial wage increase. The total wage costs to employers as a result of the NWC recommendations will be about 20 per cent higher. Similar increases in wage costs are expected in the next two or three years as the economy is restructured to achieve efficiency and higher productivity through increasing mechanisation, better managerial organisation and greater labour motivation.

Training and Re-training Programmes

6. The major implications of the new wage policy are: firstly, employers will be forced to move towards greater

mechanisation and more efficient use of manpower; secondly, employers unable to adapt to higher labour costs will have to close down their business; thirdly, the number of guest workers from Malaysia and elsewhere will be greatly reduced; and fourthly, the unskilled local workers who may be retrenched, have to be retrained for new jobs.

7. Therefore, adult education will play an important role in the training and retraining of unskilled or semi-skilled workers. In fact, the Vocational and Industrial Training Board (VITB) which is overall in charge of training white collar, shift and retrenched workers, has started its part-time industrial training scheme to convert the white-collar and semi-skilled to blue-collar workers. In early July, a new training scheme began with 128 white-collar workers taking courses in metal machinery and motor mechanics, and 620 semi-skilled workers doing courses in television, heavy duty diesel and motor vehicle servicing and repairs, plumbing and pipe-fitting, food and beverage operations. As an incentive for workers to undergo retraining, and ungrading their technical skills, they will continue to be paid during training periods. It is envisaged that 8 to 10 per cent of the work force, particularly those with low skills, will be sent to VITB for retraining in the next three to five years. Apart from the retraining scheme, VITB has a key role to play in producing highly skilled manpower. So far, it has produced 3,920 full-time and 500 part-time graduates in the various Industrial Technician Certificate (ITC) courses. Another 1,500 trainees still doing ITC courses, are mostly in the mechanical, electrical and electronics engineering trades.

8. The National Trades Union Congress (NTUC) will soon start a training programme for its industrial relations officers so that they can better understand the rationale and implications of a high-wage, high-productivity and high technology economy. Relevant training courses are being prepared and the programme will be conducted by the NTUC in collaboration with the National Productivity Board. The NTUC has

also urged employers to set up a similar training programme for their managers and personnel officers. It is hoped that through such a training programme both trade union officers and management personnel will be able to prepare themselves to work peacefully together in an environment where changes and innovations in management techniques, work schedules, production systems and the technology are prominent features. Retraining is also of special concern to the trade unions because workers who were trained in skills which are fast becoming obsolete, have to be retrained for new skills.

9. At the opening of the Singapore Polytechnic's new campus in July this year, the Prime Minister, Mr. Lee Kuan Yew, urged all tertiary educational institutions to increase the intake of students and upgrade the standards of teaching by recruiting more and better trained teachers. Touching on the importance of continuing education for working adults, he said, "For adults who have already completed their formal education, and missed their chances at universities or the Poly, the universities and the Poly must offer a second chance by extramural, evening, or vacation courses. This is a crucial factor in realizing our potential." He also suggested that the universities, Poly and VITB should carry out surveys with employers and graduates to find out what courses or subjects they needed for advancement in their work and then schedule these courses in the evenings or at weekends to suit the working students.

10. The move towards higher skill-intensive industries will create an increasing demand for more and better trained manpower. To meet the needs of industries, the Economic Development Board has been providing training courses at the Tata—Government Training Centre and the Rollei Government Training Centre. Recently EDB has set up two more training centres jointly with the Japanese and West German Governments. Other organisations which offer training catering to the needs of industries include the National Productivity Board (NPB) and the Singapore Institute of Standards and Industrial Research (ISIR).

Education through Mass Campaigns

11. In the past decade, the government has been using mass campaigns as a form of non-formal education to achieve certain modernisation goals in Singapore. It is quite similar to the Saemaul Undong or the New Community Movement of South Korea. The themes for the campaigns which are related to industrial development are "Anti-Pollution", "Industrial Safety", "Save Electricity", and "Shipyard Safety and Health". The National Shipyard Safety and Health Campaign jointly organised by the Ministry of Labour, the National Trades Union Congress and the Singapore Association of Shipbuilders and Repairers was launched on 27 July, 1979. This campaign underlines the importance attached by management, government and the unions in the prevention of industrial accident and attainment of higher safety and health standards in the shipbuilding and repairing industry. Apart from speeches given by political leaders and management personnel on the importance of industrial safety, campaign activities included Safety and Health Exhibitions and Poster Competition. It is through national campaigns such as this that the government tries to educate people to react as a community to the pace of industrialisation and modernisation, and to adapt themselves to rapid social changes.

Conclusion

12. In the second industrial revolution, the low-wage labour-intensive industries will be replaced by high-wage skill-intensive industries. Various adult education organisations have already prepared relevant courses for the training of workers for higher skills and better paid jobs. Part-time industrial training scheme has been implemented to convert white-collar and semi-skilled to blue-collar workers. Besides formal training programmes, mass campaigns have been conducted to help people keep pace with rapid industrialisation and modernization.

Country Presentation

Adult Education in the Industrial and Urban Context in Korea

Shinil Kim

Introduction

During the last two decades Korea has experienced rapid industrialization and urbanization which have eventually brought about serious challenges to the educational system. The Gross National Product per capita increased from \$82 in 1961 to \$1,280 in 1978. Such a rapid growth was accompanied by a marked transformation of the structure of the economy. The sector of agriculture, forestry, and fishery declined from 38.7 percent of the GNP in 1961 to 21.2 percent in 1978, while the share of the manufacturing and mining sector rose from 15.4 percent to 28.2 percent during the same period. The industrialization and other factors stimulated, and speeded up, the urbanization. The percentage of the population against the total population grew from 28 percent in 1960 to 51 percent in 1977.

Such rapid industrialization and urbanization have created many educational problems, most of which call for out-of-school programs. However, the current educational system of Korea, like those of other countries, depends almost exclusively on the formal schooling and is not able to meet the new educational needs. In spite of the remarkable expansion of the schools at all levels (enrollment ratio: 100 percent for elementary school; 86.9 percent for middle school; 51.9 percent for high school; and 11.1 percent for higher education as of 1978), they can never fully provide adults and adolescents out of school with educational opportunities to enable them to cope with and adapt themselves to the ever-changing society.

Although adult education, or continuing education, has a long

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history in Korea, it has not been possible until quite recently for educators and policy makers to come to realize its vital role in the societal development. A small group of professors established an academic organization called the Korean Adult Education Society in 1966. However, it was only 1976 when adult educators organized the Korean Association of Adult and Youth Education, which embraced most institutions of adult education. In 1979, the Korean Educational Development Institute, which is closely associated with the Ministry of Education, held a national workshop titled "Nonformal and Alternative Structures in Education". Furthermore, it is frequently advocated these days by academicians and educational leaders that the national educational system should be restructured centering around the concept of lifelong education and formal schooling. In a word, adult education is just about to flourish in Korea.

In the rest of this paper, I shall briefly describe the status and problems of adult education in Korea. However, I do not attempt to portray the whole picture of adult education in this country. Instead, I would confine this paper to the industrial and urban context, complying with the theme of the annual conference. Therefore, the present paper does not deal with adult education in the rural community such as the New Community Movement, the farmer's educational program, the Village Library Project, etc.

Educational activities for adults may be divided into four categories according to the participants: workers, non-student youth, women, and elderly people.

Education for Workers

Continuing education for workers is imperative in an industrial society. Workers are now required to take a longer and higher level of training in order to keep up with the technological advance. And they must reeducate themselves continuously lest they be put out of job. On the other hand, those who move from the rural area into the city must learn a new

kind of knowledge, skills, and behaviors.

Since the Vocational Training Law was enacted in 1967, the Government has made a great effort to expand the out-of-school program in vocational training. The Bureau of Vocational Training of the Office of Labor Affairs has established 86 institutes enrolling 14,878 trainees and, at the same time, has assisted private industries to set up their own training programs. As of 1977, there were 643 in-plant training programs enrolling 284,314 trainees.

There are four types of vocational programs as shown in the Table.

Types of Vocational Training Programs

Types	Target Audience	Duration	Qualification
Basic Training	Primary school graduates aged from 14-25	Three months - three years	Grade II Craftsman or assistant craftsman
In-service training	Assistant craftsmen and those above the level	1-4 weeks	Above assistant craftsman
Training for quality upgrading	" "	1-3 months	Grade II Craftsman
Training for transfer of jobs skill	Craftsmen in similar	1-3 months	Above assistant craftsman

It is noticeable that the vocational training programs are operated within the framework of the national plan of manpower which currently reflects the goals of the Fourth Economic Development Plan (1977-81). The plan specifies the need for a phased increase of skilled workers and methods of improving their labor quality.

In addition to the vocational training institutes which are characterized by skill-oriented programs, a different kind of education for workers has been provided by a few universities, religious organizations, and voluntary groups. Their programs may be characterized by an effort to raise the consciousness of labor. The common contents of the program are the training for social consciousness and the knowledge and techniques necessary for labor unions. For example, the outline of the

courses offered by the Institute for Labor and Management at Sogang University is as follows:

Industrial Relations	5 hrs
Labor Unionism	41 hrs
Introduction	6 hrs
Labor Movement	12 hrs
Business Affairs	
(Routine work in labor union)	15 hrs
Policies	8 hrs
Labor Legislation	40 hrs
Fundamental Law	3 hrs
Protective Laws for Individual Laborer	19 hrs
Collective Labor Protection Mechanisms	18 hrs
Economics and Business Administration	36 hrs
Economics	12 hrs
Business Administration	10 hrs
Social Security and Welfare	14 hrs
General Education	43 hrs
Man and Society	9 hrs
Leadership	9 hrs
Communications	14 hrs
Political Science	11 hrs

It is expected that such a new approach to labor education will grow in the future.

Youth Education

The youth who are not enrolled in school or college and are not employed are one major group participating in adult education. A study reveals that 27 percent of the age group 15 to 24 are attending school or college, 45 percent are employed, and the remaining 28 percent belong to none of the above categories. In the urban area, particularly, the unemployed non-student youth have nothing to do but hanging around. Flexible and diverse

educational programs should be provided for these young citizens so that they can realize their potential abilities.

Of the educational provisions for the "mavericks", the broadcasting and correspondence education is the most significant program. There are two levels of broadcasting education: high school level (10th through 12th grade) and junior college level.

The Air and Correspondence College was established by the Ministry of Education in 1972. This college offers a two-year course equivalent to that of the junior college. There are five courses: home economics, business administration, agriculture, elementary education, and public administration. Fifteen-minute lecture for each course is on the air everyday and reading materials are furnished. Students are asked to submit term papers and answer sheets by mail. Four weeks of class attendance per year is required. Students may attend classes at one of the six universities and eleven colleges of education which have been appointed as collaborating institutions. There is a total of 20,637 students enrolled.

The first air and correspondence high school was established in 1974. Since then, the number of the schools has steadily increased and has now reached 39. Each of them is attached to a regular high school, where students attend classroom instruction for 26 days. The curriculum covers all the requirements of the regular high school. The graduates are granted the same qualification as that given to the graduates from the regular high school upon passing the national qualification examination.

In addition to the broadcasting schools, there are private commercial institutes which offer a variety of courses such as accounting, art, driving, electronic repairs, plumbing, and so on. The length of the courses varies from one month to one year. At present, there are 3,465 institutes with 297,805 students.

Education for Women

Another major group participating in adult education is women.

Although the educational situation for women has been greatly improved during the last two decades, they are still educationally disadvantaged. A recent study shows that 5.6 percent of the male population completed higher education and 27.5 percent finished secondary education, while only 1.7 percent and 19.3 percent of the female population completed these two levels of education respectively. In addition to the educational disparity between men and women, there is sex discrimination in jobs and wages also. With the same education, female workers tend to receive wages as low as roughly two thirds of what their male colleagues receive. It is then natural that women's organizations are emphasizing the educational programs which would enhance the equal right movement.

There is a variety of educational programs for women. The Ministry of Education encourages primary schools to install a regular "mother's class" to give housewives up-to-date knowledge of home management, child rearing, cooking, etc. The number of the classes reaches 200. And, every provincial government has established a women's center which prepares educational programs such as consumer education, vocational training, and art courses. Along with the Government's efforts, the women's organizations have developed their own programs for women which stress to raise the consciousness of woman.

Quite a few universities also maintain programs for women which are similar to the programs mentioned above. A common feature of the educational activities for women is that they are middle-class oriented. Almost all students of the women's adult education come from the well-to-do families. The adult educators and the women's organizations should pay more attention to the low-income and less-educated women.

Education for the Aged

In industrialized urban area, the increasing number of the aged renders a new problem. As the average life-span has been prolonged, the number of the aged has rapidly increased dur-

ing the last two decades or so. The life expectancy at birth increased from 53 in 1955 to 67 in 1975, and the number of the elderly people older than over 60 grew from 1.4 million in 1960 to 2 million in 1975. The aged have to learn to adjust themselves to the new situation. Many retired people have difficulty in finding something to do.

A variety of educational programs for the aged has been prepared by various agencies. "Senior Citizen's School" and "Senior Citizen's College" are noticeable. They have been established by voluntary organizations with financial aid received from the Government. There are about 60 such "schools" throughout the nation. The Korean Society of Senior Citizens maintains a number of "Colleges" which offer such courses as health education, hobbies, current topics and so on. A number of universities and colleges also provide programs for the aged as a university extension activity.

Special Delivery

Mass Media and Adult Education
in Industrial and Urban Context

Uvais Ahmed*

So much time has been spent in discussing the role of the media in terms of rural education that there is a danger of neglecting the urban situation. Yet, town and city dwellers are faced with problems just as important to them as those faced by the inhabitants of more rural surroundings. True, they are different problems, but no less pressing for all that.

Most of these problems which today constitute a challenge to human ingenuity are the result of a process taking place in many developing countries which is rounded up by the oft quoted word "urbanization". This is a process where people move from their rural habitations to live, and hopefully to work in the town, producing as a direct consequence many pressing social problems. Exposure to a new economic system prevalent, in urban areas introduces them to a new system of values based on individualism which is quite contrary to the traditional communalism which they are used to. While these hazards are being increasingly felt by the new migrants to the urban scene, the lot of the habitual urban dweller living amidst rapidly increasing industrial sights, sounds and smells continues to deteriorate. Though ignorance, poverty, unemployment, hunger and poor health have been perennial problems considered to be as old as civilization, they have begun to stare us in the face with such imminent and impending gloom and disaster, that we can neither ignore them, nor accept them as inevitable.

While illiteracy and all that goes with it are stalking the rural sector of the third world countries resulting in the unparalleled mobilization of material and human resources to

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surmount them, the problems of industrialization and urbanization too should be considered with an equal or at times a greater sense of urgency. It is in this regard that I wish to congratulate the Korean Association for Adult and Youth Education on choosing Adult Education in the Industrial and Urban Context as the theme of this year's ASPBAE General Assembly.

Let me try to identify these problems by mentioning just a few. They include:

1. Overcrowded living conditions.
2. Problems of slum removal and urban renewal, with all the human upheaval which this entails.
3. Problems of high-rise living—of particular importance to old and lonely people or to families with young children.
4. Noise pollution by factories and traffic, especially heavy lorries.
5. Pollution of the air by exhaust fumes and by factories.
6. Water pollution by domestic and factory effluent.
7. Street and road congestion by parked and moving cars—or cars not moving because of traffic jams.
8. Problems of health and nutrition.
9. Unemployment and underemployment.
10. Need for training in employable skills.

These are just a few of the problems which beset people who choose, —or are forced—to live in an urban environment. It is imperative that these and other problems emerging from the urban sectors of the country should be taken cognizance of, by those developing non-formal educational programmes, specially aimed at adult audiences, if education should truly take on the character of a need based activity. This is more so in the developing countries of Asia and Oceania which are today faced with the problem of formulating and implementing educational policies, programmes and practices consistent with development goals. This is also in harmony with the avowed objectives of many adult educational programmes viz. The development of self-reliant, self-sufficient and self-disciplined individuals who can participate actively in national

development and nation building activities.

The question now emerges as to what role the mass media could play to help the people in the urban areas to face the hazards of industrialization and to solve problems of urban living. While media practitioners have developed their own standards of measurement, the total effectiveness of the different media to bring about results in terms of realization of socially accepted goals has been subjected to minute scrutiny. This also illustrates the need for the mass-communication process to become a proper field of study by social scientists because all the individuals and organizations that are involved work within the total social structure of a society. Their several positions in that society are related to one another within the social system and so are the communications which flow between individuals or groups. The mass-communication process, therefore, is a component of the larger social process both affecting it and in turn affected by it. Some of the areas of scrutiny in this context are whether there exists a correlation between the amount of exposure to television and delinquency? Whether there is correlation between violence on television and the increasing amount of violent crime within a society? Can the media help in the socialization of children by inculcating norms of behaviour etc.? Social Scientists tend to be regarded by media practitioners as "long-haired academics". Yet, it is necessary to bring social scientists and practitioners together in order to get the practitioners to 'stand back' and see the mass media and their works in its total social context.

The interaction of media with the human personality has elicited numerous reactions in society and each media practitioner tends to evolve his own standard to measure the efficacy of the medium he handles. The newsman gauges his effectiveness in terms of audience response to his news stories. The novelist and classic writer determines his proficiency in terms of the variety of good subjects he can develop which could be translated in terms of rich amount of royalties. To the radio-TV broadcasters the mere following they can generate

for their programmes has been the ultimate test of their acceptability as the growing medium. In the field of arts, box office turn out in theater or in art exhibits has become the paramount objectives of the practitioners in the field. This type of reasoning, however, is now seriously questioned and effectiveness of the media is being more and more equated with the speed with which it can impart information. It underpins the fact that media has a more serious role to play in awakening social consciousness and bringing about societal improvement. It is no wonder that Alvin Toffler in his book *Future Shock* has pictured Mozart on the run and has imagined Shakespeare as a semi-literate person under present social conditions. It is in this background that I wish to reiterate the powerful role which mass media—by which I mean radio, television, film and print; could play towards helping to solve the problems of urban life some of which I enumerated earlier, even if it cannot provide complete answers to the problems. Basically it can do this in two ways—by addressing the inhabitants themselves, or by addressing those in the local situation who possess the power to bring about improvements, i.e. local council members or local government officials and other leaders of the local community.

If we take the first case, the media as a whole can be used as a tool to bring about better standards of personal and household hygiene for slum dwellers. This it can do by disseminating information about such things and by acting as one of the agents of attitude change. It can help to create an awareness of the facilities available at health clinics and of the advantages of open-air activities. And it can encourage attendance at meetings where better ways of disposing of rubbish, etc., might be discussed. In the case of radio or television there might be straight-forward educational programmes presented by experts in the subjects to be considered, or there might be a process of "education by stealth" whereby popular programmes contain an educational element. For example, a "media family" can be portrayed as living in overcrowded conditions, meeting various problems, and finding ways of overcoming them. Run

as an on-going series of weekly programmes, this technique can encourage the audience to identify themselves with the media family and thus help to solve their own problems. The hectic urban existence hardly provides the people the time to make effective use of radio or television even if these devices are available to them. What strikes them most is the entertainment value in the media and audience research surveys in many countries have revealed that drama is the most popular form of entertainment. It is for this reason that broadcasters are tending to rely more on drama as an entertainment format through which information of educational value could be transmitted. A variation of this format would be for half the programmes each week to be devoted to the drama, with the second half involving social workers, housing officials, etc., commenting and giving advice on the particular problem faced by the family. Other programmes may be of a more factual nature involving, for example, interviews with people waiting for re-housing and with those already re-housed. Such programmes can help to set peoples' minds at rest if they are afraid of the move to new surroundings, or bring a sense of reality to the more euphoric. A creative producer would be able to think of various ways of dealing with the other problems of urban living which I have mentioned.

A discussion programme started recently by the BBC station in the City of Nottingham covering a population of around 600,000 people, to make people aware of the causes of diseases of the chest and to support a campaign for clearer air in the cities, is a good example of the technique of education by stealth. It was a part in a series on health education which was called simply consulting room. Because of the tendency for some people to switch off at the word "education", it was not described as an educational series but simply as "a series in which local doctors discuss various health matters".

Through this discussion a programme which included pre-recorded interviews at different points, a lot of information could be conveyed fairly painlessly. In this region of the world we do not have problems of air pollution through

smokey domestic fires, but we do have factories and power stations helping to pollute the air and we do have people helping to ruin their health by excessive cigarette smoking. So apart from being used to campaigns for clean air and the need to stop smoking, it is a technique which could also be used to combat various problems of urban origin like drug addiction, mental illness, family planning and old age.

Unfortunately, it is difficult to obtain feedback from such programmes because they are aimed at a general audience listening at home. So apart from letters and phone calls to the radio station we really have no means of knowing whether or not the programmes achieved any positive results. With structured programmes aimed at known listening groups, led by a tutor, we can, of course, obtain feedback from the members and the tutor by actual visits or by the use of questionnaires.

While discussions, interviews, and talks are invaluable techniques to impart education through radio and TV, an important programmes format which could be fruitfully used to realize adult education targets in the urban context is the Magazine. The radio has proved to be an important medium for this format. Like a printed magazine or periodical, a radio magazine always includes several items like news items, extended news reports, on the spot reporting, dramatized stories, straight talks, interviews, short extracts from discussions and actualities or on the spot description of events. These elements chosen according to the needs of the topic that is being treated are linked together by the presenter. In his narration he will try to create a link between a preceeding item and the one that follows it, and his job is to hold the listeners interest and to keep them listening. Nearly any subject will be appropriate for a magazine programme: politics, economics, agricultural information, health and education, cultural and social events, family planning and service information like market surveys and dates and venues of important meetings. All the items in a magazine programme including the linking done by the presenter are characterized by their brevity.

None should be longer than three to five minutes so that they could all fit into the time span of a magazine.

Magazine programmes could be classified into four types. "The News Magazine" is concerned with current news and aimed at general audiences, "The Subject Magazine" deals with a specific subject like science, health, sports and is aimed mostly at general audiences. "The Special Audience Magazine" concentrates on an identifiable sub-group of a population like women, young people or urban workers. This is of great benefit to adult education. For example, in the urban set-up, a programme aimed at the youth or more precisely at the educated unemployed could present a whole range of information, educative in nature, using suitable elements like talks, interviews and discussions. "The Variety Magazine" stresses more on entertainment. Although topics with educational value could be included in this programme, the overall aim of entertainment in this type of magazine makes it the least relevant to adult education.

When we turn to the question of using the media for motivating local government representatives or officials to discuss ways of improving the urban environment, we must tread warily because we are usually on sensitive ground. It might be possible to mount programmes which are overtly educational and introduce them to ideas from other cities or countries about such things as more efficient methods of refuse or sewerage disposal; improved ways of maintaining traffic flow; or ways of training social workers to cope with people faced with those problems of slum or high rise living. Such programmes stand much greater chances of reaching the target audience if they can be scheduled during the working day and arrangements made with the employing authorities to release their employees for (say) half an hour per week to listen to the programmes in a group situation. If the authority will allow a further half-hour for follow-up discussion of the programmes, so much the better. Such arrangements between broadcasting organizations and employing bodies will no doubt be for every one's benefit. These programmes demand that careful

thought be given to programme format, and, of course, they ought to be supported with relevant pamphlets, etc. A discussion group leader also needs to be identified if time is allowed for followup.

An alternative way of reaching people who hold large or small "levers of power" is to involve them in media discussions on given topics, together with ordinary members of the public, if the officials are prepared to participate. With a good chairman and articulate members of the public taking part, such a programme enables penetrating questions to be put which are difficult to sidestep. Once publicly committed to undertake some improvement in living conditions, noise abatement, air pollution etc., it is difficult to avoid doing something about the problem without considerable loss of face—and, in the case of elected representatives,—loss of votes at the next election.

Unemployment is sometimes a big problem in towns and cities as more and more young people leave their villages in search of the better opportunities which they imagine urban life has to offer. The media can help to publicise vacancies with a regular "Job Spot"—say, once a week. This, of course, involved liaison with employers and employment agencies. Advice on how to prepare for a job interview can also be given on radio and television either in a dramatised situation or by inviting an unemployed person into the studio for a discussion with someone who is able to offer him useful advice. A similar technique might be used for alerting people to opportunities available within the community for training in new skills or for refresher courses to improve the skills which they already have. A career element might be built into some programmes by including young people who aspire to certain jobs together with people who already hold such jobs. Illusions can quickly be dispelled in this way and an additional element of realism can be brought to bear by including the views of an employer in the programme. He can explain what qualities he looks for in an applicant; what training and qualifications he expects them to possess; and exactly what sort of work the job entails.

In all discussions on the use of media for Non-Formal Educa-

tion, especially in the developing countries, the radio has always been considered crucial. Considering the fact that the world's rural poor is the primary clientele of non-formal education, the radio will continue to be used as the medium of disseminating information and knowledge. The proliferation of radio sets at very low cost as a result of the advent of the transistor receiver has made it possible for countries to reach people in the remotest areas. It is for this reason that Wilber Schramm, in his book *Big Media, Little Media* considers the radio as the medium with the highest potential for non-formal education. Educational television which he calls the "Big Medium" may have to wait a long while to catch up with the radio in terms of reaching the masses. This position is admissible in the case of non-formal and adult education geared to the needs of the remote rural folks in many countries. As far as adult education programmes for urban and industrialized areas are concerned it would be desirable to maximize the utilization of the television medium as well. According to the UNESCO statistical yearbook for 1972, India in 1971 had an average of one receiver for every 12,500 people. Though this looks dismal when compared to developed countries like France and Japan which had one receiver for every four people and the United States which had one set for every two people, yet it will be noted that most of the sets in India and other developing countries possessing television facilities are concentrated in the urban and industrialized areas. The main reasons for the radio being designated the "primary medium" for non-formal education are its tremendous accessibility and comparatively low cost, while these virtues are true in the case of the radio in rural areas, they are fast becoming truer in the case of television in many urban areas in the developing world. As a medium, the television has a greater pulling power than the radio. If it is judiciously used as an educative agent, its benefits for the masses could be far reaching.

So far, I have concentrated largely on radio and television, but we must not forget the part to be played by print and film in the process of adult education. Short, well-made films

which are packed with interest can convey all sorts of educational material which might be directed, for instance, at people in poor-class housing to encourage them to boil their water, if there is a risk of it being polluted. A campaign against flies being allowed to settle on food might use film; and the same medium could help to discourage the habit of re-heating food which has already been cooked. Either a cartoon style, a dramatic style, or a straight forward method of presentation might be used, depending on the actual target audience. The films might be shown as "shorts" between major presentations at the local cinema—if the manager is agreeable—or shown as part of another attraction at a local community centre. The print media can help in publicising events or campaigns such as this by articles and advertisements in newspapers; by posters displayed at strategic points; and by handbills distributed on a house-to-house basis.

Speaking of community centres reminds me that these are places which could be used more fully in the education of adults via the media. Not only do they provide meeting places for general and special-interest groups where films can be shown and posters displayed, they are also places where an active field-worker can organize listening groups for radio programmes, or viewing groups for film or television programmes, with follow-up discussions led by experts on the subject concerned. Again, the print media comes into its own with the provision of instructional pamphlets for group members, wall charts, and posters.

To make the most effective use of the media it needs the co-operation of all sorts of people and organizations who can work with producers to complement the media input. Universities, colleges, community organizations, social welfare organizations, all have their parts to play in co-operating with the media in the business of adult education.

These, then, are just a few ideas for ways in which the media, and especially radio and television, might be used as a means of adult education within the industrial urban context. Whether or not some or all of the suggestions can actually be

adopted will, of course, depend on the conditions prevailing in a given country. Some media organizations and their editors or producers have more freedom to experiment than others. In some countries elected representatives have already overcome their fear of being "exposed by the media" and have come to realize that it enables them to publicise the work of their departments and point out the problems they face, even if they are confronted with aggrieved inhabitants in the studio.

Each country will have different ways of using the media for adult education in the urban context but not to make use of it is to waste a most valuable resource and the more the different sections of the media can be brought together in a multi-media approach to urban problems, the better the chances of success.

A final word of warning, the media tends to be thought of as an all powerful and effective means of changing people's attitudes. Yet, on its own, the media has been found to have comparatively little effect. It is simply one "arm" in the business of bringing about attitudinal changes and it must be used in conjunction with such peoples as field workers who, for instance, might encourage people to join new groups whose members have positive attitudes towards such things as family planning, health education, and so on. Attitudes are formed over a long period of time and reinforced by family and other groups. To expect media exposure alone to eradicate negative attitudes and inculcate positive ones is to expect the impossible. But, used over a long period of time and coupled with other ways of encouraging attitude change, the media can be a potent tool for adult education in the industrial urban context.

Case Presentation 1

Young Workers Community Education Project

Chan Lean Heng*

Background Context

1. Introduction

As a corrective measure to combat its economic crisis of unemployment, the state of Penang, at the turn of this decade, embarked on industrial development to restructure its economy. The Bayan Lepas Industrial Complex, located about twelve miles from the heart of Georgetown (capital of Penang state) is one of the three Free Trade Zones in Penang, and the first to be established in Malaysia, in 1972.

Prior to 1970, this area was essentially a traditional community of rural 'kampungs' (villages) with agriculture as its main economic base. With the implementation of the state's industrialization and rural-urbanization programmes, this area has since been in the process of being transformed into an industrial township. This of course has brought about tremendous changes in the economic, social and cultural framework of the existing community. More strikingly noticeable is the change in the demographic and employment structure. Currently 23,000 workers are employed in twenty-six factories of the Bayan Lepas Free Trade Zones, of which twenty are electronics, three are textiles and garments and the others, producing jeweleries, surgical instruments and rubber products. These industries are export-oriented and foreign-owned by multi-national corporations.

2. Young Workers in an Industrializing Community of Bayan Lepas—Bayan Baru

About 80% of the above stated work force are young female

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school leavers or school dropouts, aged between 16—24 years. Majority of them are employed as production line operators and are, for the first time, engaged in wage-earning. Many of these youthful workers are also migrants from mainland Malaysia who originate from a more rural based socio-economic and cultural background which is vastly different from the urbanizing industrial setting in which they find employment and residence. For many of them, therefore, it meant a new life style of a technological, impersonal and competitive environment, and living singly with groups of other peer workers in an artificial "hostile situation", away from the guidance and support of their closely knit families.

Apart from having to cope with loneliness, stress and strain in adjusting to the alien environment, new values, demands and lifestyles, the young workers are also faced with persisting problems relating to their work situation and problems at their place of work and residence.

The competitive and productivity oriented working environment, the pressure of meeting production targets, the rotating shift systems, and the prevalent fear of lack of job permanence continuously create psychological strains and tensions for the young workers. On top of this the nature of production and working conditions often place the workers at risks of health and safety affecting their physical well-being unknowingly.

The very tedious and monotonous factory routine often leave them very weak and tired after work. The rotating shift and frequent "compulsory" overtime meant that non-working hours are irregular and short. The poor housing conditions with congestion, overcrowding and lack of privacy also add up to the problems already in existence.

In addition to these there is always a growing sense of alienation and estrangement, of non-identification with anyone or belonging anywhere, and of not wanting to exert themselves or get involved. This problem is further intensified by their migrant status which affects their acceptance by the local community.

At the work place and at home, the female workers are constantly exposed to certain cultural influences of consumerism. The factory structure is often utilized by certain cosmetic corporations and/or factory personnel to market their products to the young workers. The penetration of sales, right to the workers doorsteps, further aggravate the problem.

The above socio-economic background characteristics and problems and needs of the young industrial workers are discussed because it is crucially important to take these into considerations for any effective identification and implementation of educational programmes (both of content and approach/techniques) of the young workers, particularly when this phenomenon is a very new one in the experience of newly industrializing nations.

The Young Workers Community Education Project

1. History and Concern of YWCEP

The Young Workers Community Education Project (YWCEP) is a three year pilot project run under the auspices of the Federation of Family Planning Associations, Malaysia, a non-governmental organization. The Project, as it functions in its present form and structure, began its operation in July 1977. It is funded jointly by the United Nations Children Education Fund (UNICEF) and the International Planned Parenthood Federation (IPPF), until the end of 1979.

It is in the context of the problems and needs created by the state's rapid industrialization and rural-urbanization in Bayan Lepas as discussed in the first part of this paper, that YWCEP was established to be concerned about real human development in the midst of economic(industrialization) development. The problems and needs that YWCEP is concerned with are particularly those of the young industrial workers. Very broadly, it encompasses the three broad areas of:

- 1) "*the wage-earning context*" which is concerned with the

enablement of the young workers to function and to be equipped effectively within their work-context as well as in the handling of their own financial resources.

- 2) "*adjustment to social change*" which focusses on the creative use of time and leisure and the gaining of knowledge necessary to function effectively as healthy, well-balanced and responsible persons, as individuals, within one's peer group, family and community.
- 3) "*the environment*" deals with general problems and needs related to the community as a whole.

However it must be noted that YWCEP is not a welfare service project, providing for and solving the problems and needs of the young workers. It is an educational project whereby its goals are directed at the education and development of the young workers towards greater awareness and selfreliance.⁽¹⁾ Hence its emphasis is on the participation and involvement of the industrial workers in the identification of their own needs and in the planning and implementation of programmes which attempts to fulfill these needs, and the processes of these provide the concrete arena for the growth and training of the young workers. The project operates from two centres, located at two different but adjoining communities. One is the original existing community of Bayan Lepas which is slowly being semi-urbanized and will ultimately be displaced when the whole industrial complex matures. The other is in the newly created housing estate of the new township of Bandar Bayan Baru, which will be the focal nucleus of the whole Development Complex.

2. Programme Activities

The programmes⁽²⁾ implemented are in the form of recreational, educational and community action programmes as illustrated in the diagram chart:

(1) Self-reliance here is not just on an individual/personel level, but more importantly as a collective whole.

(2) For a fuller description of the Project's activities, see YWCEP 1978 annual report, pp. 6-21.

ONGOING CONTACT WITH YOUNG WORKERS		
Recreational Activities	Educational Activities	Community Action Activities
Sports & games	Consumer Education Group	Library Committees
Outings	Conversational English classes	Community Co-ordinating Committee
Skill learning classes	Workers Workshop Group	Residents' Association
Newsletter		
Library	Talks/Forums	
Recreation Committee	Informal spontaneous discussions	
	Exhibitions	
ONGOING CONTACTS WITH THE LOCAL COMMUNITY AND ORGANIZATIONS		
DEVELOPMENT OF RESOURCE MATERIALS		

Implementation of all these activities may take the form of mass exposure programmes, small working/action groups, structured committees, workshops, workcamps, exhibitions, etc., and are based on continuing and expanding interpersonal contact with the young workers, community residents and leaders and inter-organizational collaboration with the local community organizations, governmental and voluntary agencies, as well as the industries. In addition, relevant resource materials⁽³⁾ are developed resultant to these activities and to further their implementation. Very briefly,

1) *The Recreational Activities:*

Apart from its intrinsic recreational value and providing a creative alternative to the recreational activities provided by the industries in which they are employed (which are often competitive and 'social oriented'), the project's recreational activities help to break down the inherent shyness among the young workers.

Through such activities young workers get to know and interact with each other. They also provide the first step towards co-operative efforts, group formation and

(3) See YWCEP 1978 annual report for a listing of the kinds of resource materials that have been locally produced.

action. This set of 'lighter non-serious' and generally more popular activities often serve as a basic attraction and entry to further involvement and participation in other programmes of a more serious and regular manner. Some of these recreational activities are group outings like nature walks, hikes, netball and badminton, skill learning sessions like crochet classes, sewing classes, newsletters, sing-along sessions, etc.

2) *The Educational Activities:*

The educational activities, on one hand, attempt to share information/knowledge and skills among the young workers on various aspects of life which affect them as individuals and as a group. And on the other, develop and increase the workers potential, sense of awareness/consciousness and responsibility through continuous participatory reflection and action.

Some of these educational programmes take the form of regular working groups whose concern are in consumer education, conversational language classes, employment issues, work and living conditions and other social issues; or as single event mass exposure programmes, forums, workshops, seminars and exhibitions of related concern.

3) *Community Action Activities:*

Attempt to promote awareness, knowledge and concern about current issues and problems of the community and to integrate the young workers into the local residential community through joint co-operation and collaboration in the planning, organization and implementation of community activities and also to cultivate a spirit of concern and civic consciousness for each other and for the community as a whole. Towards this end a community co-ordinating committee has been set up to organize and co-ordinate joint community activities and to provide an avenue for constructive interaction of the different local groups especially between the so-called locals and the immigrants. Two self-reliant community libraries have also

been established by the efforts of the people.

It must be noted that these activities in its actual implementation are never so neatly compartmentalised. Very often recreational activities also fulfill the educational function and vice versa, given the approach and methodology of the project.

3. Approach

The approach adopted is a wholistic non-formal integrated participatory approach whereby the young workers are the "subjects" and "participants" and not "passive recipients" of the target population. It is based on participatory education and development of the young workers according to their needs and perceptions, letting the pace of implementation be responsive to their reality and "readiness". The approach is:

- 1) *Wholistic/Integrated*: The project takes a wholistic view of the individual. It sees the needs and life of the young workers as an inter-related whole and process, rather than as a set of insulated compartments to be dealt with separately and at targeted time periods. The programmes are not viewed as structured programme units with fixed time targets, but rather as a unified continuous process which focus on the attitudinal and behavioural change of the young workers, apart from the direct educational component of the programme content.
- 2) *Non-formal/Informal, Practical or Life-Centred*: Programmes are related to the daily life situations and practical needs of the young workers through informal means of group discussions (spontaneous or otherwise) and action. This allows the young workers to relate directly and to see the relevance and use of participating in such programmes to their immediate lives and not as something remote and beyond their lives. Concrete life experiences are in fact the best educational instrument suited to specifically the workers who cannot afford the luxury of sophisticated technology. Such sessions also provide the

arena for communication/interaction and provide the opportunities for the young worker to express their thinking with others and the kinds of alternative courses of action to be taken. Often locally produced and available resources are used.

- 3) *Participatory-Action oriented*: The beneficiaries of the programmes are the educators and the educated. They participate at all levels of programme implementation—i. e. from determining their needs and areas of action to planning, implementing and review.

The emphasis is on participatory education and involvement that stimulates the young workers to take stock of their problems, develop their own programmes and to take appropriate action on issues which affect them.

At all levels and processes of interaction with the young workers a non-directive role is adopted to stimulate the young workers to greater awareness, thinking and decision making of their own. The young workers are encouraged and facilitated to articulate their problems and needs and to initiate co-operative and collective action in finding solutions to them. Direct involvement in the programmes is a means used to captivate and retain the interest and commitment. Also, YWCEP believes that it is only through the practice of participation and involvement that one learns.

- 4) *Based on an inbuilt-feedback system*: The involvement of the young workers at all levels of Project implementation ensures a continuous feedback in learning and identifying the needs of the young workers so that relevant action programmes are developed aptly together with the young workers. This is further achieved through the continuous process of contact work, interaction, action and reflection with and by the respective persons and groups involved. Ongoing informal discussions and review of the progress and development are held with and by all levels of the Project's participants and personnel. All these provide

the necessary feedback for effective implementation and the methodology adopted to adjust according to changing needs.

This approach which focuses on the basic formation and development of the young workers as persons through a continuous process of education is therefore beneficial not only from the result of the action but from the process itself as the young workers themselves are directly involved in the change and decision making process. It is hoped that through this, real development of the young workers is achieved in building their confidence, competence and potential towards greater awareness, self-reliance and effective responsible living.

4. Experiences and Observations

From the experience of implementing the various project programmes, the following are some observations which can be made relating to:

1) *The kinds of programmes that are relevant and useful and/or popular:* The kinds of programmes that are relevant to the needs and problems of the young workers often are not necessarily the most popular. Skill learning classes, especially those that are particularly related to the traditional role of women, or those which are 'activity-oriented' like outings or singing, are always more popular.

The case is specifically true in programmes which require little 'input' and involve little personal 'risks' on the workers themselves, especially where the sessions are light and have an element of relaxation and fun.

Programmes which are of a more serious nature involving discussions and commitment/contribution⁽⁴⁾ are generally not popular as they are generally considered to be too demanding

(4) Those who are at this level are the potential leaders who have to a certain extent internalized the aspirations of the Project and are indicative of the success of the Project's efforts.

both in terms of time and energy.

Most workers fight shy of programmes which are openly classified as being educational. The basic reason in this is the low self-image and lack of self-confidence in themselves. They feel that they are stupid, too old to learn and would not be able to cope. Often for those who do participate in such programmes they are under the pressure of teases and comments from their peers who gossip and look upon them as trying 'to be smart'.

2) *The nature of participation*: Most workers expect a non-involvement, passive-recipient kind of service to be provided for them. Active participation can only be developed through time. It is in fact a measure of the effectiveness of the Project in its task of workers education and development.

Participation patterns are influenced by the varied spheres of a workers life. The influence of the cultural background of the traditional role of a woman as a nonparticipant passive on-looker is particularly strong. This traditional female role is further reinforced by a general passive, indifferent attitude worsened by a sense of estrangement and alienation in a totally new environment. Also most of the young workers are not accustomed to formal and/or organisational involvement. Their past experiences have either been to be told what to do, or having things done for them. It has also been observed that it is easier to interest those who have left school not too long ago and/or those who have just started work. They are also the ones who are generally more active.

The rotating three-shift system make any long term consistent participation very difficult. The situation is further aggravated by the frequent pressure for over-time work during weekends, the need to 'balik kampong' (go home) when there is one or two days break.

As such, it can be seen that enlisting and sustaining continuous participation is one of the most difficult tasks. In order to establish contact with workers to make them feel free 'to drop by' at the centers—and finally to have them participate actively in ongoing project programmes, a great amount of

staff input is required in the form of informal contacts with each potential participant.

Participation (in the form of attending) in single-event programmes is easy. However, sustained participation at a working group or committee level demands further contacts and personal nurture.

The Project, therefore, is constantly being challenged to sensitize the workers perception, and to develop their latent capacities for reflective and evaluative thinking and constructive action.

Concluding Remarks

Effective implementation of any educational programmes (be it a programme to fulfill a directly felt immediate need or one which hopes to introduce due to its desired consequential effect) must take into serious consideration of the socio-economic characteristics, interests, needs, the practical and cultural constraints and oppressive conditions of the young workers. As such it is particularly important to have an understanding of their background and some of the general problems faced as these determine the contents and methodology adopted which often influence and affect the overall participation level.

Initially, programme contents should always be related to the workers immediate needs and interests. However, there may be certain areas of relevance (like for example, labour education or family life education) where the need for such knowledge/information may not be felt as yet nor is it the immediate concern or interest of the group. In such instances it is crucially important to use the indirect approach to interweave and integrate such topics into programmes that attract and hold the interest and attention of the young workers. For example, related topics can be structured into an existing curriculum to bring about discussion without treating and introducing it as a separate programme. Such an example can

be seen in conducting family life education through the use of conversational English classes. A simple conversation topic on 'My Family' may start with the identification of family members to a discussion on the relationships and roles of family members and functions of the family. Related subject matter can be taken as direct areas of concern and action as in the case of the Project's consumer education and expenditure group where patterns of expenditure and costs of consumer items are recorded and serve as a basis for further discussion.

While on the one hand education of young workers means the developing of basic skills, knowledge and information, it should not just focus on the provision of these services. Instead, these traditional forms of educational services, should and can be used as initial sources of attraction to stimulate and motivate further the young worker's interests and ability in facing the challenges of their complex industrial environment. These activities/programmes should be used to facilitate the development of young workers to be more effective persons in their rights and responsibilities, participating actively in the whole change process.

In short, the education of young workers must educate them towards useful social action. It must help workers and their leaders to assume more industrial civic and social responsibility. It should catalyse them to undertake activities and/or action for their welfare, development and the improvement of the quality of their lives. Only then can we talk of the education and real development of workers.

Case Presentation 2

Adult Education Program for Working Women in Kumi Industrial Area

Bok-Nam Yoon

Statement of Problem

The recent progress in Korea is characterized by industrialization which requires accumulation of capital, development of technological skills and utilization of labor force.

Especially, in the field of textile and electronic industries, women constitute the main labor force for a comparatively cheap wage. The model area of this project is Gumi Industrial Estate located in this University's external service region, which is now a good example of a rapidly growing area of textile and electronic industries in Korea.

Gumi was a small town of 24,000 population in 1972 which served a local center for commerce and transport for the surrounding rural areas of its location along the railroad. However, since 1973 this town has expanded its population and residential and commercial areas after the government started to develop a new Industrial Complex of textile and electronic products. The town of Gumi finally became Industrial Complex type of city absorbing the surrounding industrial areas and villages.

Of course, this increase of population is mainly due to the increase of migrant workers and to the inflow of population from other occupations and service institutions because of the rapid growth of industrial facilities in this area.

However, the amazing fact is that woman workers constitute more than 70 percent of all workers in this area and the number of working women continue to increase as the time goes on.

According to the statistics of 1976, there were 18,000 women

* This program has been conducted by the Institute for Community Education, Keimyung University under the directorship of Professor Jong-Gon Hwang.

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workers (70%) out of 25,000 total employees. However, this number has increased to 35,000 women workers (71.4%) out of 49,000 total employees in 1978. Most of these women are unmarried and from rural areas and came here to earn money for supporting their family or for preparing for their future marriage and family.

But the room and board facilities of their plants can not accommodate all of them, and programs for their leisure time are very poor. Thus, quite many working women of marriageable age, especially those who are living scattered around the unorganized communities outside the factory dormitories, have been facing many kinds of personal problems which require a certain kind of counseling and educational program.

Objectives of the Project

Therefore, the opening of this kind of program for adult education and counseling are vitally significant for the working women because it will enable them to adapt more efficiently to their social and occupational environment, to improve their citizenship attributes, and to plan and prepare for a better future family life.

The objectives of this project are:

1. to identify status and problems of working women in Gumi area,
2. to develop models for education and counseling programs for the working women with special emphasis on human relations, citizenship, marriage, and future family planning.
3. to develop materials and techniques for education and counseling for the working women,
4. to develop leadership in education and counseling for local industrial and adult education leaders.

Nature of the Project

This project was originally designed for working women in the area. However, the results of the interviews for preliminary survey strongly indicate the necessity of adult education pro-

gram for male employee's wives who are also potential women workers. Considering this fact, the researcher decided to open a class for housewives as potential workers on either part time or full time base.

This project is a sort of participatory research program of adult education and counseling which is divided into four parts: (1) preliminary survey, (2) curriculum construction and preparation of materials, (3) program implementations, and (4) evaluation.

Preliminary Survey

The methods of field observation, interview, documentary analysis, and questionnaire survey have been employed for the preliminary survey in order to understand the general conditions and problems of the working women which confront them.

1. Questionnaire

Of a questionnaire survey administered to 900 working women and 300 housewives of factory employees, 788 (87.6%) of the former and 272 (90.7%) of the latter responded.

Questionnaires for the working women are designed to gather the following information and problems:

- a. Family backgrounds of the working women
- b. Problems related to their human relations
- c. Problems related to their occupational and social life
- d. Leisure time activities
- e. Interests in or aspirations for further education
- f. Expectation and plans for future occupation
- g. Plans for future marriage and family life.

However, the focus of the questionnaires for the housewives was placed on the following problem areas:

- a. Sense of belonging to the community
- b. Social contacts with neighbours
- c. Housewives' role in the family
- d. Status and activities of leisure time
- e. Interests in or aspirations for continuing education.

Most items of the questionnaire were analyzed for percentile distribution except for several correlation analyses which seemed

to be statistically significant.

2. Interviews

In order to identify the necessity and problems of organizing adult education programs, twenty community leaders, ten church leaders, and twenty municipal and industrial leaders were interviewed. These interviews have neither been systematically carried out, nor statistically analyzed. They were valuable, however, for a proper understanding of the salient features and problems of the community and also for gathering useful information for organizing programs for working women and housewives in the newly forming community.

3. Collection of materials and data

The research staff tried to collect as many documents as were available, such as archives and historical documents, city planning documents of housing and residence, and other statistics and maps, etc.

These materials have been analyzed in order to understand the general picture and problems of industrial and urban development in that area.

Findings of the Survey

Kumi is one of the rapidly growing industrial areas in which the population has jumped from 24,000 in 1972 to 89,000 in 1978. The industries in this area has also expanded from 78 factories with 7,000 workers in 1972 to 210 factories with 39,000 workers in 1978.

One of the notable phenomena, along with industrialization in that area, that of the total number of employees in 1978 the proportion of female workers (62%:24,000) is higher than that of the male (38%:15,000). Most of the women workers (90%) migrated from other rural areas and local towns other than Kumi and about 27 percent of the women workers are under eighteen years old.

Surprisingly enough, 68.5 percent of the women workers are middle school (junior high school) graduates, while 24 percent are graduates of senior high school or above.

Only one third of the women employees have accommodations for living in the factory dormitories, while the rest are scattered around in not well-organized communities of the Kumi town, except for only ten per cent who are living with their families.

The salaries range from 30,000 won (US\$60) to 120,000 won (US\$240) working eight hours a day for six day a week. According to the results of a survey, three fourths of the women workers are reported to have saving accounts or other kinds of investments ranging from \$40 and more (65.8%) to \$10 (16.5%) a month.

Concerning the problems faced in every day life, 31 percent of the respondents indicated their problems related to human relations in the family and factory, while for 25 percent finding a spouse and preparation of marriage was their concern. Of the others each 10 percent was concerned with going to an upper grade school and in solving the economic difficulties of their families.

However, they much interested in their future marriage and family life the reason for which many young women have come to work at the factories to save money. Three fourths of the respondents accept the notion that a woman can choose her own spouse by her own will, except for 15 percent who expect their parents to choose their spouse for marriage. Though the women workers have rather progressive views on the type of marriage, they are tolerant about the traditional role of women in the family.

Concerning the family size and structure, about 42 percent of the respondents prefer to have three or more children and about 70 percent are positive about living with their husband's parents after marriage, which is a traditional way of family life in Korea. Concerning a job after marriage, more than half of the respondents want to quit work at the time of marriage, 15 percent want to maintain their job until having the first baby, and only 17 percent wish to continue work or 11 percent to return to the job when their children are grown up.

The majority (85%) of the women strongly expressed their

positive opinion on women's participation in political and social life.

In conclusion, there has been an increasing number of women workers coming into textile and electronic factories like those in Kumi. The women workers who come monthly from rural areas of other local towns are having difficulties with personal problems of residence, human relations, and poverty, etc.

While some of them have aspirations for going to upper-grade schools, most of them are interested in future marriage and family life.

There is an urgent need for further education and counselling programs to help them utilize their leisure time, solve their problems which confront them in every day life, and prepare them for their future marriage and family life.

Therefore, the programs should be concentrated on the subjects related to human relations, marriage and family, as well as citizenship and liberal studies.

This pilot project should encourage and help local agencies and resources to initiate their own long range and continuing programs for women workers in that area.

Conference and Workshop

1. Committee Meetings

Specialists in the respective fields had been invited to several committee meetings to have discussions and consultations about the project plan and to get professional advices on the curriculum construction and the preparation of materials. A field advisory meeting had also been organized to which city administrators, representatives from community church, industries, and voluntary organizations in the community had been invited.

2. Workshop for Local Leaders

A two-day workshop concerning the programs for working women in the community and in industry was organized at Geumo-San Resort Hotel during March 21-22, 1979, for local leaders engaged in some way or another in adult education and counseling programs.

Although the workshop was not included in the original plan

for the project, the researcher felt that it was useful for carrying out the project effectively to inform the local and industrial leaders about the significance of the project and, accordingly, to get support from them.

There were forty-three participants including thirteen wardens from women employees, dormitories, fifteen adult education and counseling workers, nine community and church leaders, and six municipal and industrial leaders related to the personnel administration of women employees.

On the first day (21 March, 1979), two lectures were given by university experts on industrial and urban problems and on adult education.

Followings are the titles of these lectures:

"Community Change and its Related Problems
in Gumi Industrial Area"

Prof. Shi-Joong Yoo

Gyeongbuk National University

"Concepts and Methods of Adult Education"

Prof. Jong-Gon Hwang

Kyung-pook University

After the two lectures, three case reports of problem areas were presented as follows;

- a. Programs and activities of Gumi Women's Hall
(Government Institution)
- b. Catholic Center for Working Women (Private Institution)
- c. Guidance Program for Working Women in the Dormitory
(Within the Industry)

On the second day (March 22), the plenary session included practical theory and techniques of counseling and recreation program conducted by

Dr. Hyung-Deuk Lee

Dean of Keimyung Vocational Junior College

Mr. Wook-Ho Cheong

Director, Social Education Dept., Daegu YMCA

The afternoon session was allocated for group discussions and reports followed by a general discussion for making conclusions

and recommendations of further action.

Program Implementation

After completing a curriculum design and preparing materials based on the findings of the preliminary survey, the First Session of an educational program was launched at two local centers from April 28 to July 14 (12 weeks). They were held every Monday and Saturday from 6:30 to 9:00 in the evening after regular working hours at the factory.

One center is located at the Keumsung Electronic(TV) Production Company which provides programs exclusively for the women workers of the Keumsung factory. There were one hundred participants selected from 170 women workers in the factory.

The other center is at the Catholic Center for Working Women located in the noisy downtown of Kumi. There were sixty participants selected by the application order who are also women workers from various factories in the area, but residing outside the factory dormitories.

The program consists of lectures, discussions, and group activities. The contents of the course are as follows:

1. The subjects related to family life
 - Marriage Family planning
 - Family relations Home economics
2. The subjects related to social life
 - Citizenship Human relations
 - Social life Economic life
3. The subjects related to health
 - Women's physiology Childbirth
 - Mental hygiene
4. Liberal and general subjects
 - Psychology Philosophy of life
 - Music appreciation Understanding literature
5. Guidance for leisure time activities and other hobbies

Besides lectures and discussions, practical work and group activities were encouraged in small groups. There were "sing-

along" hours during the regular programs and a one-day visitation to Daegu which included visits to Keimyung University and sightseeing around Daegu City.

An organized counselling program had not yet been launched at the beginning of the first session. However, informal counselling service given by the research staff and lecturers on a voluntary and casual basis had been offered to the participants.

According to the survey results, most of the respondents expected lectures given by well-known university professors rather than discussions and group activities led by local leaders and resource persons. Therefore, nineteen lecturers and discussion leaders were invited exclusively from Daegu, especially from Keimyung University, Kyung-Pook National University and Dong-San Hospital in Daegu. Since Kumi is located fifty miles away from Daegu, it was not easy to bring lecturers there because of the high expense of transportation and the loss of time.

The first session of the program was finished on the 14th of July with a closing ceremony when 148 participants (90 percent of original applicants) received certificates from the President of Keimyung University.

Evaluation

At the end of first session which lasted until July 14, there was a simple questionnaire distributed to the participants asking them for their evaluation of the program.

During the later of July, the staff members had an evaluation workshop for the revision and further implementation of the program.

a) Demand for continuing education for women in this area is very strong. For example at Catholic Center for Working Women, the capacity for a class is about 50. However, there were so many applicants that 60 applicants were accepted within three days.

b) The facilities of both centers are not ideally suitable for the programs. The Catholic Center has facilities in an upstairs

room situated on a noisy downtown street. The Keumsung Electronic Factory has a big auditorium, but it is not suitable for small group discussions and group activities.

c) The participants felt that the length of the program was too short. They want a longer period of time for the program and additional service.

d) The means of transportation is the most important matter in carrying out this kind of program. It is very difficult for Institute for Community Education (ICE) to ask university lecturers who are very busy to take an ordinary bus to go to Gumi.

e) Lecture fees should be increased from \$10(US) to \$15 per hour because they spend two or three hours enroute.

Starting Second Session

The second session started on August 30 at the Gumi Catholic Center for Working Women. This session opened with two classes; one for working women and the other for housewives of male employees in that area.

Participants and class schedule are as follows:

Class for Working Women

Participants: 70

Duration: August 30—November 16, 1979

Every Thursday and Friday 6:30~9:00 p.m

Class for Housewives

Participants: 50

Duration: August 30—November 16, 1979

Every Thursday and Friday 3:00~5:30 p.m.

Originally housewives were not included in the plan for this project; however, the results of the interviews indicated that there was a great demand for adult education by housewives of male employees who are in fact potential employees in that area. Because they have migrated from other areas and because they have increasing leisure time at home, wives of male employees desperately need some kind of social activities

which will help them adjust to their new environment and give them an opportunity for self-realization, and which will give them new knowledge and skills in child rearing, home-making, etc.

For the employees of Keumsung Factory, a counseling program has been started at the women's dormitory. Two of the ICE staff are scheduled to visit the Keumsung Factory dormitory and give a one hour lecture followed by recreation; then there is a one-and-one-half hour individual and group counseling to which specialists from Daegu are occasionally invited.

The contents of the course subjects are similar to the previous ones except some additional programs in cooking and dress-marking and one occasional lecture on special topics for which local leaders such as the city mayor and police chief are invited.

The Second Session of the project started with a weekend program for the former and present participants on a voluntary basis. The program is conducted in the girls' dormitory of Keumsung Factory which is more comfortable and convenient than the regular classroom in the administration building of the factory where the program of the first session was conducted.

The program includes a one-hour lecture, discussion, and recreation followed by individual and group counseling.

Executive Meeting and Concluding

Chairman's Report

Chris Duke

Review of 1979

This report spans a period of approximately nine months since the last annual meeting of Region 3, in Manila in December, 1978. Although it has been a short period, much has happened in that time due to a policy decision to compress the main program into the earlier part of the year;

- (a) to allow for effective reporting and return of records to our funding partners, the German D. V. V.
- (b) to clear time for a supplementary program, should further funds become available about mid-year

At the outset, may I express the warm appreciation of the Bureau to the D. V. V. for its continued support to our work.

The Bureau made financial returns for 1978 in the second half of the year, much later than is normally expected. However, 1978 was an exceptional year, with much of a large program late in the year. It was the first full year of ASPBAE—LVV partnership, and an important stage in terms of carrying out a very new kind of program. Despite the difficulties of bringing together the kind of returns, with the kind of detail, which is required, I am pleased to report that our partners were well satisfied with the outcome. The success of this partnership should not only secure its continuation a subject to which I return below—but will make it easier for D. V. V. to develop similar programs, with similar trust and delegation of responsibility, to partners and nationals in other regions of the world. I wish to record my appreciation to my colleagues in the Secretariat, especially Mr. Berry, Mr. Grayson and Mrs. Heslop, and to colleagues administering programs in the member countries, people like Professor Hwang, Mr. Lim Hoy Pick and Mr. Sunthorn

Sunanchai, for their invaluable work in making this possible.

The Chairman reported to the annual Board Meeting of the International Council for Adult Education in Helsinki in June on the work of the Bureau during the 12 months July 1978-June 1979. The Asian and Pacific region was strongly represented at this meeting, more strongly than at any annual ICAE Board Meeting hitherto, including representatives from six countries in Region 3. We have reason to feel proud of our standing in the International Council, and of our capacity to bring the activities of this very large and important region more effectively to the attention of colleagues in other parts of the world, both from the 'North' and from the 'South'. I hope that we can continue to make an increasingly significant contribution through this and other channels, and that we can gradually achieve more direct exchange between our own activities and those of other comparable regions and countries.

It was especially pleasing that nominations were unanimously supported for Dr. Felicita Bernardino to serve as Asian Vice-President of ICAE and Dr. Kowit Vorapipitana to serve as additional Executive Board Member in his individual capacity. I am confident that the interests of the region will be well served by these very experienced and able persons, who join Dr. Malcolm Adiseshiah of India as Past President, and Dr. Chris Duke as Associate Secretary-General. The strength of the representation from Region 3 should ensure close and fruitful cooperation with the work of Council.

In one respect the meeting was disappointing for ASPBAE participants. Mr. Lim (Singapore) and others pressed the idea of common accreditation of regional training programs, such as the proposed urban-oriented training course, by and through the International Council. Different priorities and needs are felt in other regions and after lengthy discussions those involved decided not to proceed with idea. This means that if there is to be regional accreditation other than through existing educational institutions it may have to be through ASPBAE itself. Participants at Daegu may wish to discuss whether this is an

idea to be proceeded with, or whether we should be satisfied with non-accredited training.

Attachment C presents the Secretariat half-yearly (June 1979) report to DVV on activities funded through that partnership, which constitute the main visible part of the Region 3 program. The following activities have been completed up to the time of this report (August 1979):

13-17 Feb.	Training Workshop for Adult Education Personnel, Su Won, Korea
20 Apr.	Fiji Educational Broadcasting Workshop
12-20 Apr.	Participatory Research Meeting, Thailand
16-20 Apr.	Role and Responsibilities of Universities in Adult and Non-Formal Education, Thailand
21 May-9 June	SEAMEO-ASPBAE Workshop on Designing Innovative NFE Instructional Materials, Los Banos, Philippines
18-30 June	In-Country Training Course on NFE Broadcasting Jogjakarta, Indonesia
17 Aug.-7 Sept.	Workshop on NFE Broadcasting, Philippines
Feb.-June	Thailand Provincial Coordination Workshops
April	The Human Factors in Management, Fiji
May	Village Leadership and Village Development, Suva to Nadi
May	Nakawaga Primary School Project, Fiji

This year's program will be completed with the following:

9-15 Sept.	ASPBAE Regional Meeting, Korea
18-19 Sept.	Hong Kong National Conference
17-19 Sept.	Urban-Oriented Task Force—Further Development
Oct.—Nov.	Rural-Oriented Task Force—Preparation

A word of explanation is desirable in relation to the continuing relationship between Region 3 and the South Pacific region, Region 4. Problems of distance and lack of resources for the Pacific have meant that our German partners have been willing to allow some continued support for developmental work in the Pacific region during 1979 and 1980. The Secretariat has continued to explore other possible sources of support for the region, and meanwhile indigenous developments, mainly in Fiji, are pointing towards a firmer local basis on which to build. It is proposed that a small part of our 1980 resources continue to be devoted to this development work, and that means for exchange of experience between Region 3 and the South Pacific be further explored during 1980, with a view to seeing a distinct Region 4 program and related resources under way by 1981.

Because of events in Iran, and because the initial three year term is now expiring, plans are under way to open a new Region 1 office in Sri Lanka. It is expected that the Region 1 Chairman will be Mr. Ariyaratne, President of the Sarvodaya Movement in Sri Lanka and the Secretary will be Dr. W. M. J. Wijetunga of the University of Sri Lanka. It is hoped that we will continue to enjoy periodic contact and exchange of personnel with colleagues and countries in Region 1, for instance the contributions of Mr. Dutta to these September meetings, and the visit to Sri Lanka of Mrs Anina Samahati from Indonesia later this year. As to the countries adjoining the Region, notably China and Vietnam, we continue to seek opportunities to associate with them in their work and to seek their participation in our activities. It may be that a proposal for closer involvement with China by the International Council for Adult Education will lead to contact and exchange of experience on the part of ASPBAE, Council's regional arm, especially by the countries of Region 3. I am not attempting to report on all the different distinct country activities of the Region during 1979. It would be presumptuous and inappropriate of me to do so. Instead, I hope that we will hear from our country representatives, and also from the SEAMES NFE expert, about each of these activities, with an opportunity for questions and

discussions in relation to each. As Chairman I would say only:

- (a) that the capacity to handle these activities on a cooperative basis is impressive
- (b) that the input of country resources in various forms is also impressive
- (c) that on the whole the modest contributions from the Bureau appear to have generated results and consequences far beyond what might be expected from such a modest basis, and
- (d) that my own judgement is that the role and style chosen for ASPBAE at Chiangmai and re-affirmed at Manila is well demonstrated to be correct and appropriate to a non-governmental organisation of this kind.

It may be that our capacity to have a beneficial influence runs well beyond our actual resources, and that we can play a role which is complementary to that of governments and the large foundations and inter-governmental agencies, so long as we remain clear what that role is, and do not seek to compete or to duplicate what others can do as well or better than we can.

Cooperation with Unesco

One important trend over the year has been the increasing level of cooperation between the Bureau in this Region and other national, regional and international agencies active in the same field. Much of this cooperation is mediated through the pages of Courier Service but other, direct forms of cooperation are evident, for instance internationally with the International Council for Adult Education, and within our own region, with SEAMES. The Bureau puts many individuals in touch with one another and with other agencies who may be able to assist them, and publicises the services of other agencies to the readership. Especially gratifying is the close and cordial cooperation with Unesco, both through its Paris headquarters and, especially, through and with the Regional Office for Education in Asia and Oceania. I am especially pleased that the Deputy

Director of the Regional Office, Mr. A. Chiba, is a participant at this meeting. His participation is important not only as showing the high level at which Unesco wishes to engage with the Bureau but specifically because the Korean meetings provide the opportunity for Unesco to call on the Bureau in a consultative capacity to advise it on the preparation for, form of, agenda and membership for, a major Unesco experts' meeting on adult education and development to which both educators and national education planners are to be invited, probably in July 1980, in Bangkok. The Bureau has successfully completed a number of smaller contracts for Unesco in the past; the present engagement is the most substantial and significant such relationship to date, and we particularly welcome Mr. Chiba for this reason.

Looking ahead to other matters, I have first to report that our German partners, regretfully, think it unlikely that a supplementary allocation will be available for the work of our Region for the remainder of this year. On current projections—and thanks to the efficiency of our in-country partners, we are well up to date with most of our administration and returns—we find a surplus for the year compared with the budget drawn up arising from the Manila recommendations, estimated at \$3,200. In line with the discussions and recommendations of the Manila conference this has been allocated towards a workshop in the Philippines.

Projects for 1980

For 1980 our room to manoeuvre within the DVV—ASPBAE partnership is somewhat limited by our own planning projections and priorities. In particular, the commitment to an urban-oriented training program for the countries of the region, to which Mr. Lim Hoy Pick and his colleagues have devoted considerable time over the past two years, represents a commitment of approximately \$20,000, a substantial proportion of our available funds.

Travelling fellowships will continue to be offered in 1980, as

this year, within the guidelines laid down at Manila, and especially as a means of supplementing and extending the value of other programmatic activities, rather than simply as ends in themselves. The most substantial annual commitments over the past two years have been our annual regional conferences and our joint projects with SEAMES to facilitate parts of SNEP. We have already agreed to hold a regional conference and annual meeting in Indonesia in 1980, and I am very appreciative that that invitation has recently been renewed by Dr. Napitupulu. Tentatively, the conference will be in Bali, probably in June or July. Although this conference, like the present one at Daegu provides the opportunity for annual meeting and review of the Region, its primary objective is of course learning through analysis of country situation and comparative study. A possible theme in Indonesia might be large-scale NFE programs like the World Bank project and rural change.

SEAMES is shortly to conduct a mid-term review of SNEP, as a result of which some specific continuing cooperation between that Organisation and ASPBAE may suggest itself for our consideration. Because of the nature and scale of SNEP operations however—large operations which are regional rather than national—and the need for the Bureau to limit the proportion of its regional as distinct from in-country programs, the Bureau has offered to assist the Organisation to attract funds from a European partner interested to allocate additional resources to the Region. Such funds would be sufficient to allow the participation of additional ASPBAE countries (such as South Korea and Hong Kong) outside the SEAMEO region in selected SNEP activities, as well as to support SNEP participation by the SEAMES countries themselves. The Bureau looks forward to continuing close liaison with SEAMES, especially with its NFE expert who, it should be recalled, is a founding member of the Bureau and one of its most consistent workers and supporters.

Attachment D suggests a program and budget for the Region for the third and final year of the initial partnership and con-

tract with D.V.V.

It seems probable that the negotiations between the Bureau Secretariat and the Dutch V.V.V. will be successful in securing a two-year grant to two or three countries in the region to conduct in-country participatory change agent training for adult education workers at the local level. It is not possible to report with certainty on this but at this stage it appears likely that an initial two-year allocation may be made for some activities in Thailand and Indonesia, which might be extended or moved on to other countries, selected on the criteria of greatest need, largest rural population, etc., subsequently. It might also be possible to extend this activity during 1981-82 to a third or fourth country, for instance if some organisation such as FAO (through Freedom From Hunger Campaign/Action for Development, which has pioneered work in this area) is able to partner the Bureau or selected countries.

Projects for 1981-83

Looking ahead to the period from 1981, talks in West Germany in April, and subsequent discussion when the DVV representative visited the Region to take part in the June workshop in Indonesia, give us firm ground to expect that a new agreement will be reached spanning the three years 1981-83.

The expectation of our German partners in reaching the initial 1977-80 agreement was that after this period they would probably establish a direct bilateral relationship with one or two countries and terminate general regional assistance through ASPBAE. They have indeed decided to develop during 1981-83 bilateral programs with two countries, Indonesia and Thailand, seen as having special needs in terms of large rural populations and relatively low average per capita income. The role of the Bureau with these programs has been and will continue to be to act as 'matchmaker' and facilitator. Our German partners are also willing to continue to support the Asia-Pacific region-wide Courier Service, and to continue sustaining other activities (training workshops and travelling fellowships) within Region 3

at approximately the same level as in 1979 and 1980.

Allowing for possible currency fluctuations, our task for this meeting is therefore to outline a three-year program for 1981—83 of the order of \$US80,000 a year (at current prices). This is a similar guideline exercise to that undertaken at Chiangmai in 1977 for 1978—80, except that publication through the Courier Service system is provided for separately and so excluded from this amount.

The following notes serve as guidelines and may be helpful in reaching decisions.

(a) Travelling fellows have proved less satisfactory than the other modes of exchange and should be retained, if at all, only on a very modest scale to supplement other developmental activities in the region. Suggested maximum allocation: \$10,000 a year.

(b) As agreed at Manila, full regional conferences should take place only every second year, with an opportunity, through some other smaller workshops or training course, for regional meetings on the alternate years: suggested allocation for regional meeting each year \$5,000, plus additional \$15,000 for 1982 regional conference.

(c) Regional training through rural-and urban-oriented annual courses are included in the general development plan formulated at Chiangmai in 1977. Present indications are that an annual urban-oriented program might cost \$20,000 a year. It is not clear at this stage what the cost of a rural program would be, as the rural task force has yet to report. However, it is suggested that the combined cost of both programs would be excessive within the present proposed DVV contract budget, and that rural training be approached as extension to other countries and supplementation funding in relation to expected bilateral programs. If rural training is to proceed regionally, additional funds from another source would therefore need to be sought.

If these were agreed, a balance of approximately \$150,000 would be available for other programs in 1981—1983. A decision in principle about the 1982 regional conference might be desirable at this stage.

The following principles are suggested as guidelines for allocation of these funds:

(a) Activities likely to mobilise in useful ways other resources within the country or countries concerned;

(b) Efforts to establish new contacts, and to facilitate the creation of, or strengthen, national adult/non-formal education associations in the countries of Region 3;

(c) Efforts to establish and develop contacts with selected neighbouring countries not within Region 3;

(d) If necessary, continuation of a small allocation for developmental purposes to the South Pacific region (it is hoped that other resources will be available for this purpose by 1981);

(e) Workshops calculated to focus on and resolve key problems common to adult educators in most countries of the region, such as the relations between formal and non-formal education, cooperation between adult education departments and functional departments like health, agriculture, etc.;

(f) Possibly individual scholarship funds (in place of travelling fellowships as now conceived) to enable suitably placed individuals to participate in already provided training and workshop opportunities within the region from which they would otherwise be excluded (e.g. non-SEAMEO country participants to training courses of SEAMEO and its associated Centres).

It is likely that these principles, or a modified list emerging from discussion at the meeting, will generate a much larger proposed program than the budget can accommodate. It would be for the Secretariat operating within the advice of the meeting, to negotiate the best approach to the proposed ideal that can be arranged with our DVV partners. Conceivably, if a 'shopping list' approach is adopted, other partners might be willing to support some items not included in the main proposal as finally agreed at Daegu.

By way of conclusion, may I add as a personal note that I have greatly valued the period during which I have served as Chairman of Region 3, for the friendships, insights and stimulation which this has brought me, and for the sense of pleasure at seeing the Bureau making its contribution to adult education

for development in the region, within a burgeoning of adult education activity. The past three years have seen the strengthening of new national associations in Hong Kong and the Republic of Korea, and the creation of associations in Singapore, the Philippines, and now, perhaps, through an interim committee, Malaysia. National associations are no magical solution to the problems and needs of adult educators and adult education, and the Bureau may still wish at times to relate directly to individuals and other bodies significant in adult education, which, as a non-governmental agency, it is fortunately able to do. But I do believe that these associations, and some other agencies and partners of the Bureau, like the Adult Education Division in Thailand, now the Department of Non-Formal Education, and Penmas in Indonesia, provide an important basis for developing a regional community of colleagues who can provide real assistance and support to one another in their difficult and challenging work. I do not propose to be available for reelection as Chairman of Region 3 as in the last three years an administrative structure has evolved regionally. I feel I can best contribute by continuing to serve as Secretary-General of ASPBAE only and that it would be inappropriate for me to occupy both roles. I wish the incoming regional Chairman well in his work, and look forward, with my colleagues in Canberra, to providing every possible assistance from the Bureau Secretariat.

Minutes of ASPBAE Executive Meeting

The meeting commenced at 9:00 a.m. and adjourned at 12:40 a.m., reconvening briefly on the evening of 14 September.

1. In attendance:

Dr. Chris Duke, Australia
Mr. Peter M. Grayson, Australia
Dr. Spencer Wong, Hong Kong
Mr. Charles Wong, Hong Kong
Dr. Desmond Lee, Hong Kong
Mr. Anwas Iskandar, Indonesia
Mr. Pepep Sudrajat, Indonesia
Mr. Kazufusa Moro-Oka, Japan
Ms. Makoto Yamaguchi, Japan
Prof. Kinichi Komada, Japan
Prof. Jong-Gon Hwang, Korea
Mr. Nam-Joo Lee, Korea
Dr. Shin-Il Kim, Korea
Mr. John Doraisamy, Malaysia
Ms. Chan Lean Heng, Malaysia
Mr. Antonio Santiago, Philippines
Mrs. Estela Jesuitas, Philippines
Mr. Lim Hoy Pick, Singapore
Miss Chong Hoo Tuan, Singapore
Mr. Sunthorn Sunanchai, Thailand
Dr. Somgiart Srijugawan, Thailand
Mr. Tortrakul Yomnak, Thailand
Mrs. Patrada Yomnak, Thailand
Mr. Akihiro Chiba, Unesco, Bangkok
Mr. Ang Gee Bah, SEAMES, Bangkok
Mrs. Barbara Kubilus, Korea
Mrs. Bounge P. Shin, Korea
Mr. Hong-Sik Lee, Korea
Mr. Mal-Nam Lee, Korea

Dr. S.C. Dutta, India
Mr. Byong Kil Kim, Korea
Mr. Uvais Ahamed, AIBD, Malaysia

2. Apologies

Apologies were received from Dr. F. Bernardino (Philippines), Mr. C. Berry (Australia and Secretariat), and Dr. Kasama Varavan and Kowit Vorapatana (Thailand), also from Mr. Uvais Ahamed (AIBD) and from Professor Kazufusa Moro-Oka who had to leave part-way through the meeting.

3. 1979 Review :

The Chairman's Report was presented to the meeting and received with thanks (moved Dr. S.C. Dutta). In the discussion of activities in 1979 Mr. Ang Gee Bah and the Chairman explained the SEAMEO SNEP program, the SW-5 workshop, and the role of the Bureau in cooperating with SEAMES generally.

There was discussion of the constraints upon SEAMES in terms of nomination of participants which is necessarily a prerogative of participating Governments, and the similar situation of Unesco was also mentioned. In the case of Unesco particularly it was explained that the Regional Office could send the Bureau a copy of relevant letters about activities which would assist the Bureau to use its own channels to foster more appropriate, including non-governmental nominations than now sometimes occurred. Dr. Dutta emphasised the role of National Associations in persuading their Governments and National Commissions to make nominations on the best professional grounds. In the case of SEAMEO it was agreed that the Bureau should seek arrangements whereby additional ASPBAE participants might be invited both from within and outside the SEAMEO region, at the Bureau's expense, thereby widening and enhancing the value of SEAMO non-formal education activities.

The Director reported briefly on development activities in

Region 4 and it was agreed that such support should continue, within the limitations of what the bud get could allow, to assist the establishment of viable program activities and infrastructure in the South Pacific.

Mr. Pepep Sudrajat sought clarification about Travelling Fellowships. Names of 1979 Fellows were reported, and the general rationale for Fellowships reviewed. It was suggested by Mr. Santiago, and agreed in principle, that the Bureau should develop and make available on request information about persons able to act as resources on different aspects of adult education within the region. With indications of their experience, particular expertise, availability etc. This might provide a basis and rationale for continuation of the Fellowship program in 1981—83, with the emphasis, as agreed in 1976 and reaffirmed at this meeting, on Travelling Fellows being perceived and invited as resource persons by countries of the Asian and Pacific region.

Mr. Anwas Iskandar, in supporting the 'directory of resource persons' approach, also sought Bureau assistance to identify the most suitable persons for foreign technical assistance purposes beyond, as well as within, the Asian-South Pacific region. It was agreed that this might be a service which I.C.A.E. should seek to provide for inter-regional purposes in the future.

4. Possible further activities in 1979

The Chairman reported on the possibility of supplementary funding from D. V. V. for the last quarter of 1979 and explained the response of the Bureau. It was agreed that if these funds were not available, consideration of the 1979 supplementary proposals be included in finalising the program for 1980.

5. 1980 proposals and priorities

A. Urban-oriented training course

Mr. Lim reported on planning progress for the course, referring to the general approach and rationale of the Task Force report. Dates had been arranged: 1 March - 19 April 1980 a reduction of one week from the original proposal. Coordinators

were Miss Chong and Mr. Lim: staff and resource persons from Singapore and other countries had been approached and were reported to the meeting. The venue would be the National Youth Leadership Training Institute. Three participants (as well as one resource person for a week each) would be invited from each country. They would be required to undertake six weeks of pre-course study, including the proceedings of the present regional conference and papers prepared by the various training course staff. Each country group would be required to review relevant provision in their own country, and to spend a week examining urban adult education provision in a second country within the region immediately prior to the commencement of the course. These visits would be hosted by the resource persons in the respective countries.

The program in Singapore would include the study of projects in that country.

In response to questions Mr. Lim reiterated the rationale of the program, which was to develop training resources within the Region rather than sending adult educators to longer, more expensive, less relevant, training programs outside the Region. The program could still use the experience of one or two contributors from other parts of the world, but the emphasis was on using and developing training resources within the Region, and on strengthening national training facilities.

If resources permitted, it would be desirable to repeat the program for a second group of participants in Hong Kong late in the year; alternatively a second course could be offered in Hong Kong in 1981.

It was agreed: (i) that invitations to participate should be sent through the country Associations and other organizations representing the member countries of the Region in the Bureau;

(ii) that there would be problems of accommodating the program within a budget of \$20,000, given rising costs especially of travel;

(iii) that a format and guidelines would be required to maximise the value of the pre-course study in other countries;

(iv) that these and other matters, including the question of

course accreditation should be referred to a further meeting to be convened by Mr. Lim and Mr. Grayson at this conference, and to the planning committee for the program subsequently.

Mr. Lim was thanked for his report and work, and invited to continue preparation for the program.

(At this point Professor Moro-Oka, in making his apologies for leaving the meeting, wished ASPBAE and the participants well and expressed his keen interest in seeking further closer involvement in and support for the work of the Bureau by Japan in the future.)

B. 1980 Regional Conference

Mr. Anwas Iskandar repeated the invitation of Dr. Napitupulu and himself, through PENMAS, to host the 1980 conference in Indonesia, and reported on ideas and possibilities for the meeting. The program would have a rural orientation but would also include further consideration of the urbanization and industrialization themes explored at the present conference, and could incorporate discussion groups or working parties on the needs of special groups identified at this conference, such as the elderly, women, and out-of-school youth. The Conference might take the form of an analysis, review and evaluation of Indonesia's NFE World Bank Project, examining the difficulties encountered and suggesting new approaches to problem-solving.

After discussion it was agreed: (i) that the Conference should if possible take place in early September or as near as was practicable to that time, thereby avoiding clashing with the Unesco Regional Experts' Meeting (June or July) and General Conference (October—November);

(ii) that the venue could be in Bali or in some other convenient, modest and inexpensive location and accommodation selected by the Indonesian hosts;

(iii) that a Conference built around a major case study approach to and evaluation of the Bank project could be extremely useful and informative both to Indonesia and to participants from other countries;

(iv) that to be of maximum value documentation about the

Bank project should be precirculated to participants, and country papers, also employing a project-case study approach according to a clearly determined format, should also be printed and distributed in advance;

(v) that NFE goals and objectives in the Bank study and other country projects reported should be explicitly included;

(vi) that the approach indicated by Mr. Anwas Iskandar, with frank explanation and discussion of problems and failures as well as successes, would be of great value and professionally helpful to all participants.

Mr. Anwas Iskandar was thanked for the Indonesian offer of hospitality and invited in consultation with the Secretariat to proceed with planning the 1980 Regional Conference.

C. Program proposals were reviewed and reaffirmed, with the following comments and amendments:

(i) the Singapore National Conference would proceed in 1980 but may not need Bureau assistance or only a small amount;

(ii) a meeting in the Philippines of the National Association would be convened, if possible, in December 1979;

(iii) PRRM would seek to provide field training for MED/NFE coordinators;

(iv) regional and local coordination workshops in Thailand were proceeding as planned, were proving useful and would continue in the future;

(v) Singapore and Hong Kong wished to offer in-country training courses in 1980 on the same general lines as in 1978 in accord with the Bureau's three year plan and two countries' wish to provide such training every second year;

(vi) the prospective Malaysian National Association would seek with Bureau assistance to arrange a first national Conference and Workshop in 1980, following on developmental work there by the Bureau in 1978-79;

(vii) funds should be available to assist contact-building and developmental activities in both Burma and the South Pacific and when this proved to be timely and necessary in each case;

(viii) the proposed Australian workshop would be too costly to accommodate within the 1980 program, but the theme of NFE for women should not be lost from sight;

(ix) assuming that bilateral assistance through ASPBAE to Indonesia became available in 1980, the proposed Indonesian Training Workshop could be taken out of the regional program;

(x) depending on the outcome of the SEAMEO/SNEP mid-term review, the Bureau, in consultation with SEAMES NFE expert, should proceed to seek special funds towards SNEP on a basis of partnership with ASPBAE, including participation in SNEP activities by non-SEAMEO member countries, and possible additional (especially NGO) participation from SEAMEO countries as ASPBAE participants.

D. Additional program possibilities

(i) Financial assistance for an ASPBAE-funded workshop in Burma was suggested as a possible means of strengthening contact with and providing assistance to that country.

(ii) Support for a participatory research project in Korea (including an in-country training workshop) had been proposed in the three-year program drafted at Chiangmai and should if possible be included in the program for 1980, especially since no other activity was proposed for Korea during that year.

(iii) Miss Chan suggested that workers' education, especially the education of young industrial workers, was an important subject in several countries and should, if possible, be included in the program. This might be either direct ASPBAE support or also through ASPBAE promotion and sponsorship in other ways. It should be fostered via the country adult education Associations and could provide training programs for workers' educators, including use of the mass media. The Bureau might seek cooperation with ILO for this purpose.

It was realised that ILO tended to support only small-scale projects, and that it was difficult to raise funds for experimental and innovative projects as distinct from large, regular training programs. There was need for such projects to develop new processes and methodologies. The Bureau might usefully

concentrate on this need and attempt to foster and sponsor such activities, especially by matching various donor resources with particular pioneering needs within the region.

(iv) An approach to the Bureau for possible assistance in translating Kamla Bhasin's *Breaking Barriers* into Korean had been received and should be supported if publication funds were sufficient.

(v) Another important project area, it was suggested, was the training of researchers as well as the training of trainers. This might be related to the present regional activity in the field of participatory research.

E. It was recognised that ASPBAE Region 3 had moved in its cooperation and mode of planning from a 'shopping basket' approach in 1977 to attempting to identify, evaluate and promote priority project areas, local, national, sub-regional and regional. Clarification of priorities and criteria in this way was a valuable Bureau activity and represented a 'coming of age' in terms of professional cooperation in the region.

F. In relation to the 1980 Region 3 program the Secretariat was invited to finalise a program within the budget allocation in accordance with the discussion of items in Attachment D of the report and the additional suggestions for 1980 made at this meeting.

6. Program and Priorities for 1981-83

The discussion of the 1980 program had clarified and reiterated principles and criteria formulated at the 1978 regional conference. The meeting approved and endorsed the modes of decision-making and resource allocation evolved by the Region and through the Secretariat over the past two years. The approach to planning and budgeting for the 1981-83 triennium as outlined on pages 7-9 of the region report was discussed and supported.

The Bureau should continue, while operating at a modest level in its own budgets and programs, to seek to match resources from within the Region and beyond to relevant and

important needs identified through Bureau meetings and activities and agreed to have priority according to philosophy and purposes of the Bureau.

The Chairman was invited to report to D.V.V. the support of Region 3 for the program proposals outlined for 1981-83. The program should include: selective in-country projects determined in consultation with the Secretariat; continuing support for the Courier Service and other forms of published information exchange to the maximum amount possible; selective support for travelling fellowships according to the principal of 'resource person reciprocity' suggested in 1978 and affirmed at this meeting; and on-going and developmental projects within the region, both regional, like the urban training course, and national, especially support to and through country associations, in line with agreement arising from discussion under the previous item.

The meeting expressed its warm appreciation at the offer in principle of continuing support from its German partners in 1981-83.

7. Additional Desirable Projects 1980-83

(See also 5D. above)

A. Mr. Wong reported on a Hong Kong research proposal to develop a computer-stored and automatically updated national directory covering the public, voluntary and private (but not the in-company training) sectors of adult education, and invited interest in and possible support for this project.

In the discussion the following points were made.

(i) Unesco had an interest in regional directory-building and had already enjoyed cooperation with the Bureau towards this during 1978. Activity had been suspended in 1979 but would probably be revived in 1980, possibly according to advice from the experts' meeting that year.

(ii) It was important to be clear how the information was to be used, whether purely for adult education scholars or, rather, for different kinds of action. The Hong Kong proposal visualised a range of possible uses, including: clarification of present facilities and deficiencies relative to need, as a basis for future

policy; rationalization of provision and the filling of gaps between different agency provisions; assisting mutual cooperation and regional exchange on the T.C.D.C. principle strongly favoured by both ASPBAE and Unesco; and providing information to the users of adult education services.

(iii) A one-off Directory was of little value; an easy up-date system was an essential but difficult element.

(iv) It was agreed that other countries would be interested to learn from and possibly follow the Hong Kong experience, providing the computer-based system was sufficiently practical, and inexpensive. It might prove of particular interest to other very new national Associations.

(v) It was agreed that ASPBAE should encourage and foster the project, although it could not afford substantial financial assistance from its own resources. Courier Service provided one means of disseminating information about and experience of the project to other countries in the region.

B. Mr. Spencer Wong, Mr. Desmond Lee and the Chairman reported on discussions about possible professional exchanges between Region 3 and Chinese adult educators. It was agreed that such contact should be encouraged because of the possible mutual learning that could result, but that the approach should be a cautious and practical one, on a modest scale. Two possibilities were supported in principle for consideration during the 1980-83 period.

(i) An offer to China to send to that country a small team of resource personnel (possibly under the travelling fellow scheme) with expertise in areas especially relevant to the Chinese. Distance education, educational technology and training for technological skills were areas of possible interest.

(ii) A study tour of selected adult education projects and approaches in China, to be included in the Region 3 program 1980, 1981 or 1982.

It was agreed that the Secretariat should continue to consult with Hong Kong members about possible useful contact with China.

8. 1982 Conference

It was agreed at Manila, 1978, that after 1980 regional conferences should be held only every second year. Some other occasion would be found in the alternate years for a meeting of country representatives to review regional programs and take any necessary decisions.

While it was too early to determine a location and theme, several possibilities were put forward for consideration. NFE for women was a possible theme or emphasis; others were the needs of tribal populations, and of the elderly. Possible locations might include Japan, to involve that country more directly in the work of Region, Hong Kong, if it could be combined with some kind of workshop or study tour on adult education in China, Malaysia or Burma, depending on progress of contact with adult education or of association-building in these countries. It was realised that a decision on location would have to be preceded by a definite invitation from the country to host the conference. Members were invited to keep the question in mind, and to bring forward proposals to the 1980 Regional Conference.

9. Other Items of Business

(i) ASPBAE's relations with Unesco, and its formal Category B status, were brought forward for discussion by Dr. Dutta. It was recognised that Category A status was apparently not available, being restricted to international NGOs, but that close and effective cooperation existed and was likely to continue with the Regional Office for Asia and Oceania, which saw the Bureau as a partner for NFE and adult education activities. ASPBAE's special and unique role and relationship had been acknowledged by the Asian Ministers' Conference in Colombo in 1978.

(ii) Miss Chong suggested that the Bureau might foster the regional sharing of experiences and approaches in important areas such as workers' and women's education through other

means as well as the regional conference. It was agreed that ASPBAE might invite or commission suitable persons in the region to undertake the collection and collation of information and experiences on such themes. The results might be disseminated by the Bureau, for example through special issues of the Courier Service, and by means of occasional publications. It was recognised that the change in phasing of Courier Service from 1980 (to three issues a year each including a 'journal' or 'monograph' component interspersed with information bulletins to country associations and contacts) would lend itself to this. The editorial board was invited to seek guest editors for important themes which would review and draw together regional experience.

10. Region 3 Chairman

The Chairman explained that in accordance with the Constitution adopted in 1976, regional chairmen were appointed for a three-year term by calendar years, and appointment of a Chairman of Region 3 for 1980-82 was therefore now necessary.

Although the Constitution did not bar a Chairman from reelection, the present Chairman wished to stand down, for several reasons. It was undesirable for an organization to become dependent on any one person, and protracted occupancy of the post of Chairman by one person might tend to have this effect. Moreover, it had proved necessary for contract purposes with various partners for the Bureau to have a continuing office and secretariat identity. For this reason the annual full ASPBAE Executive Meeting in 1978 had created a continuing general Bureau office and Secretary-General in the Canberra office and it all the more desirable the person of the present Region 3 Chairman. This made it all desirable to separate the offices of Regional Chairman and Bureau Secretary-General. The Chairman's new secretarial position with the International Council for Adult Education confirmed with this rationalization of offices, at the same time strengthening the capacity to rationalize I.C.A.E. involvement with the region in accordance with

regional priorities and programs identified through the Bureau.

The Chairman called for nominations of a Chairman for 1980—82. Professor Hwang J-G was nominated by Mr. Lim Hoy Pick, seconded by Mr. Pepes S. and supported unanimously and by acclaim by the meeting. Professor Hwang expressed reluctance to stand on several grounds, including his non-governmental position and office, his country, and his English communication skills. He proposed instead (by name or country) three alternatives as Chairman. In the discussion which followed several members spoke forcefully about Professor Hwang's personal qualities and the high regard in which he was held both nationally and regionally. It was made clear that his candidature had been strongly supported prior to the Conference, and was unrelated to the fact that the 1979 Regional Conference happened to be in Korea. Other nominations lapsed for want of a seconder. Professor Hwang sought time for consultation and reflection before accepting the office.

Before the meeting was adjourned Dr. Spencer Wong moved a vote of appreciation to the present Chairman for his energetic leadership of the Region, which was carried by acclaim.

The meeting was then adjourned for confirmation of the new Chairman, all other business having been completed. The meeting was reconvened briefly on the next evening, 14 September, at Gumi, when Professor Hwang confirmed that he would serve as Region 3 Chairman from the beginning of 1980. There being no other business the meeting was then closed.

Summary of Evaluation and Comments

Chris Duke

A review session was introduced and chaired by Dr. S.C. Dutta. The following points were made, some of them by one or two contributors, others by all or most who took part.

Many of the comments related to the fine organization of the conference program, described as an object-lesson to all who took part, and the overwhelmingly generous courtesy and hospitality of the organizers, The Korean Association of Adult and Youth Education(KAAYE), Keimyung University, and others who had hosted dinners, made presentations, and cooperated in other ways. Courtesy was matched by efficiency throughout.

The value of the field trips was commented on by several participants. Also the general atmosphere and spirit of the conference had been so friendly that a great deal of country by country forward planning and other work had taken place informally during travel for field trips, over meals, and at other times. The program had been a very full one, and many people felt unable to absorb all they had seen and heard, much less to pose all the questions which the presentations and visits raised in their minds. On the other hand, returning home with a sense of unanswered questions and unfinished business was good, as participants would continue to think about these matters and to discuss them with colleagues. The conference papers and reports would be especially helpful in this respect.

Another widely expressed observation was that adult or community education in general, and KAAYE specifically, were held in high esteem in Korea. Many busy and important people had given time to the conference in some way, and

clearly took the role of adult education in relation to the problems of rapid urbanization and industrialization very seriously. Also the universities, to judge by the record of activities at Keimyung University, regarded responsibilities as extending beyond academic teaching and theoretical research to engagement with the community, its needs and problems, as a form of community service appropriate to a university but still uncommon in the Region.

Other contributors commented on the timeliness of the conference from the viewpoint of urbanization and industrialization in their own countries, and more generally throughout the Region. All of us were facing similar problems or would shortly be doing so. There was interest in and admiration for the in-company education programs seen during field visits, and especially for their wide scope, which embraced religious, moral, and civic education as well as functional work-related skills. The view was expressed that it was essential in all countries to seek to cooperate and work with industrial and other work-oriented companies and concerns if adult education was to be relevant and effective in urban industrial settings.

The dramatic social consequences of rapid industrial and urban development was brought home to participants by the situation of very fast expansion and revised population projections in Gumie, where the meeting was taking place, for instance, the fact that between 60 and 70 percent of the work force was female, mostly young unmarried women. More generally it was agreed that the broad social, cultural, economic, and technological context in which the conference discussions were located was essential if the philosophy of adult education for beneficial well-balanced development (social and individual as well as economic) was to find practical expression. One participant spoke eloquently about the lot and the needs of the underprivileged and the disadvantaged, as the central responsibility and proper preoccupation of adult education.

Another contributor raised the question as to the proper and best role of adult education faced with the pressures and problems of rapid social and economic change, referring to the

parts of different government and private agencies in this context. It was suggested that adult educators, and ASPBAE itself, represented a commitment to facilitating cooperation of efforts in favor of desirable change towards greater equality, participation and humanity. The role of the adult educator was to remain optimistic and open-minded, working for constructive rather than violent and destructive changes.

Dr. Dutta in his closing remarks observed that ASPBAE, after fifteen years, had come of age within the conventional time-span for Asian societies. It was recognized as an effective and active partner by UNESCO, with which Organization assurances of future close cooperation had been demonstrated and given at this meeting. The strength of the Bureau lay in its wide range of experience and membership, well demonstrated at this meeting, and the common ideological base which allowed close and fruitful cooperation between individuals, organizations, and countries to occur.

Appendix

Conference Schedule

9 SEPTEMBER (SUNDAY)

Trip to Daegu

8:30 *Leave Seoul (Shilla Hotel) by Bus*

11:00 *Sightseeing around Sogri-San Temple area*

12:30 *Lunch*

2:00 *Leave Sogri-San for Daegu*

5:00 *Arrive Daegu*

Culture Center, Keimyung University

6:30 Garden Reception Party

Hosted by the President of Keimyung University

8:00 Mask Dance Performance
Students Folk Dance Club

10 SEPTEMBER (MONDAY)

9:00 Opening Session

Opening Address

Dr. Taisik Synn

President

Korean Association of Adult and Youth Education

Congratulatory Remarks

Dr. Chris Duke

Chairman, ASPBAE Region 3

Associate Secretary-General, ICAE

Mr. Jong-Ryul Lee

Superintendent

Board of Education, Gyeongsang-Bukdo

9:30 Conferring of Honorary Degree

To Mr. S. C. Dutta

Former President, ASPBAE (1964-76)

General Secretary

Indian Adult Education Association (1956-78)

9:45 Keynote Speech

"The Role of Adult Education
in Industrial and Urban Societies"
Dr. S. C. Dutta

10:30 Coffee/Tea Break

11:00 Theme Presentation

"Workers' Education in Industries"
Rev. Prof. Basil Price
Institute for Labour and Management
Sogang University

"Women's Education in Urban Communities"
Dr. Chija Kim Cheong
Senior Researcher
Korean Institute for Family Planning

12:00 Lunch

1:30 Theme Presentation (continued)

"Education for Out-of-School Youth"
Mr. Kazufusa Moro-Oka
Associate Professor
Kyu-Shu University, Japan

2:00 "Problems of Elderly People and
their Educational Implications"
Dr. Yun-Sup Lee
Senior Researcher
Korean Education Development Institute

2:30 Coffee/Tea Break

3:00 Group Discussion

"Strategies for Adult and Youth Education
in Industrial and Urban Communities"

Group A: Workers' Education
Group B: Education for Women
Group C: Programs for Out-of-School Youth
Group D: Programs for the Aged

6:30 Dinner

7:30 Music Presentation

Keimyung ICE Women's Chorus
Paik's Folk Dance Institute

11 SEPTEMBER (TUESDAY)**8:30 Reports of Group Discussion****9:30 Special Delivery**

"Mass Media and Adult Education in the Context
of Industrial and Urban Development"

Mr. Uvais Ahmed

Regional Consultant, Asian-Pacific Institute for
Broadcasting Development

10:30 Coffee/Tea Break**11:00 Country Presentation**

"Status and Problems of Adult Education in Relation
to Industrial and Urban Development"

Indonesia

Malaysia

Philippines

Thailand

12:30 Lunch**2:00 Country Presentation (continued)**

Australia

Hong Kong

Japan

Korea

Singapore

3:30 Coffee/Tea Break**4:00 Case Presentation**

Young Worker's Community Education Project

Miss Chan Lean Heng

Project Manager, YWCEP

Federation of Family Planning Associations, Malaysia

Kumi Program for Working Women

Miss Bok-Nam Yoon

Program Coordinator

Institute for Community Education, Keimyung University

6:30 Dinner**7:30 Free Time**

(Open for ASPBAE Planning Committee)

12 SEPTEMBER (WEDNESDAY)

- 8:30 Field Trip to Pohang Industrial Area**
 Pohang Steel Complex
 Women's Hall, POSCO Residential Area
- 12:30 Lunch**
- 1:30 Pohang Culture Center**
 Pohang Women's Hall
- 2:00 Trip to Gyeongju**
 Guided Tour
 Bulguk-Sa Temple
 Sokkulam Buddha
- 5:30 Arrive Gyeongju Chosun Hotel**
- 6:30 Dinner**
 Hosted by the Governor, Gyeongsang-Bukdo
- 8:00 Planning Session for UNESCO Meeting**

13 SEPTEMBER (THURSDAY)

- 8:30 ASPBAE Executive Meeting**
 Chairman's Report
 Review of 1978-79 Activities
- 10:00 Coffee/Tea Break**
- 10:30 Proposal for 1979-80**
 Programs for 1980-82
- 12:00 Lunch**
- 1:30 Guided Tour and Free Time**
 Gyeongju Museum
 Royal Tomb
- 6:30 Dinner**
 Hosted by the Minister of Education
- 8:00 ASPBAE Executive Meeting (Continued)**

14 SEPTEMBER (FRIDAY)

8:30 Field Trip to Youngchun Rural Projects
 Hwasan Rural Project
 Hwaduk Community School

12:30 Lunch (Daegu)

2:00 Field Observation (Daegu)
 Je-Il Wool and Textile Industry
 Special Class for Workers
 Provincial Women's Center

3:00 Field Trip to Gumi Industrial Area
 Keumsung-Sa Electronic Factory
 Catholic Center for Working Women
 Gumi New Town Project

5:30 Arrive Geumosan Hotel

6:30 Dinner

7:30 Exchange of Views and Comments
on the Conference and Field Observations

15 SEPTEMBER (SATURDAY)***Trip to Seoul***

8:30 Trip to Suwon
Korean Folk Village

12:30 Lunch

1:30 Farmer Dance Performance
Sightseeing around Folk Village

3:00 Trip to Seoul

4:00 Free time (Downtown Shopping)

7:00 Dinner

8:30 Return to Shilla Hotel

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